Bachelor of Education - Special Education

B.Ed.Spl.Ed.
(Visual Impairment)

Norms, Regulations & Course Content

Effective from Academic Session 2015-16
(Two Years Duration)

Department of Education
Andhra University
Visakhapatnam-530003

Bachelor of Education - Special Education (B.Ed. Spl.Ed.) Programme[1]

I. PREAMBLE

Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. ***The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.***

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by refection and practices. Moving away from 'show and tell' to 'learning by doing', the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant.

[1] *This Degree is as per UGC Notification on Specifications of Degrees March 2014 as published in the Gazette of India, July 5, 2014.*

A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers needs to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfil the global objective of EDUCATION FOR ALL.

As per the NCTE Regulations 2014 Notification 346 dated 1.12.2014 and subsequent letter No8-A/ Recog. / Policy /2014-RCI dated 28th January 2015 and letter # 7-128 RCI/ 2015 from Rehabilitation Council of India (RCI), New Delhi, the B.Ed.-Special Education (Visual Impairment) program of one academic year is revised to two years in the Andhra University. The said program is Credit Based Grading System. It has semester system comprising of four semesters and offers choice based optional courses in theory component. It is implemented from academic year 2015-2016. The syllabus of B.Ed.- Special Education (Visual Impairment) is based on the syllabus prescribed by the Rehabilitation Council of India, New Delhi.

II. OBJECTIVES

The B.Ed.Spl.Ed. Programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
d. Enhance knowledge and skills for professional development.

III. NOMENCLATURE

Nomenclature of B.Ed. Special Education programmes should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed. Such as for Visual Impairment the nomenclature will be B.Ed.Spl.Ed.(VI).

IV. GENERAL FRAMEWORK OF THE COURSE

The programme is planned on the Choice Based Credit System (CBCS). *According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.* RCI also recommends practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Programme structure has three sets of courses:

1. Core courses in every semester
2. Elective course which can be chosen from pool of papers in order to:
   a. Support the discipline of study
   b. Provide an expanded scope
   c. Exposure to some other discipline/domain (*this will depend on the options available with the implementing university and institution*)
   d. Nurturing student proficiency/skills
3. Elective Foundation courses are value-based

RCI will follow the 10-point grading system following letter grades recommended by the UGC[2] as given below:

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

a. A student obtaining Grade F shall be considered fail and will be required to reappear in the examination.
b. For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
c. The Universities can decide on the grade or percentage of marks required to pass in a course

and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as AICTE, MCI, BCI, NCTE, etc.

d. The statutory requirement for eligibility to enter as assistant professor in colleges and universities in the disciplines of arts, science, commerce, etc., is a minimum average mark of 50% and 55% in relevant postgraduate degree respectively for reserved and general category. Hence, it is recommended that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Similarly cut- off marks shall be fixed for grade B and B+ based on the recommendation of the statutory bodies (AICTE, NCTE, etc.) of the relevant disciplines.

RCI as a Statutory body recommends that the cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system. Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

Duration

The programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

　　　Year 1- 16-18 weeks for two semesters + 2 weeks in summer
　　　Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

V. PROGRAMME STRUCTURE

STRUCTURE FOR 2 YEARS

Code	Area	Courses	Credits
A	THEORY: Core courses	09	32
B	THEORY: Cross Disability & Inclusive Education courses (including optional courses)	6	12
C	THEORY: Disability Specialisation Courses	5	18
D	THEORY: Enhancing Professional Capacities (EPC) / Professional Development Courses	3	06
E	Practical related to disability & University Practcal Examinations (A) Pedagogy 1 (B) Pedagogy 2	2	16
F	School Internship	3	12
Total		**28**	**96**

Each theory course (A, B, C, D) will have up to 5 units. Each practical course (E1 and E2) will have 4 units. Each field Engagement/internship (F1, F2 and F3) will have 2 units. All courses as specified in the structure include lecture, tutorials as contact hours besides assignment, field work including observation, seminar, workshop and practicum relating to the concerned course.

Specialisation offered (with specific reference to Area C)

The B. Ed. Spl. Ed. programme is offered in following specializations:

   I. Autism Spectrum Disorders (ASD)
   II. Hearing Impairment (HI)
   III. Learning Disability (LD)
   IV. Mental Retardation/ Intellectual Disability (MR/ID)
   V. Multiple Disabilities (MD)
   VI. Visual Impairment (VI)

AREA A: CORE COURSES

A1	Philosophical Foundations of Education
A2	Perspectives in Child Development
A3	classroom Management, Leadership and Action Research
A4	Sociological Foundations of Education
A5	Learning, Teaching,& Assessment
A6	Pedagogy of Teaching (Special Reference to Disability) Any one PART I: Science (Special Reference to Disability) PART II: Mathematics (Special Reference to Disability) PART III: Social Studies (Special Reference to Disability)
A7	Pedagogy of Teaching (Special Reference to Disability) any one
	PART IV: Telugu (Special Reference to Disability)
	PART V: English (Special Reference to Disability)
A8	Understanding the Self
A9	Contemporary India in Education

AREA B: CROSS DISABILITY AND INCLUSION

Note:

   a. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area C.*
   b. Institutions/organizations offering B.Ed.Spl.Ed. are expected to decide *other than specialization area* out of VI / HI / MR / LD / MR (ID) / ASD / MD.
   c. *In case of student-teachers with disability; the choice of two optional courses from B-10 or B-11 can be on case to case basis (e.g. Student-teachers with VI and HI may opt for courses that are appropriate for them across/only from B10 & B11).*

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf–Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill Based Optional Course (Cross Disability and Inclusion)
B11	Skill Based Optional Course (Disability Specialization)

B10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

A	Guidance and Counselling
B	Early Childhood Care & Education
C	Applied Behavioural Analysis
D	CommunityBased Rehabilitation
E	Application of ICT in Classroom
F	Gender and Disability
G	Braille and Assistive Devices

B11: Skill-based Optional Course (Disability Specialization) ANY ONE

A	Orientation & Mobility
B	Communication Options: Oralism
C	Communication Options: Manual (Indian Sign Language)
D	Augmentative and Alternative Communication
E	Management of Learning Disability
F	Vocational Rehabilitation & Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

Institutions / Organizations offering B.Ed.Spl.Ed. are expected to decide on Specific

Disability Area for Specialization out of ASD / HI / LD / MR(ID) / MD / VI

C12	Assessment and Identification of Needs
C13	Curriculum Designing, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Wherever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D 19	Basic Research & Basic Statistic

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)
F2. Other disability special school (Related to Area B)
F3. Inclusive school (Related to Area B & C)

SEMESTER-WISE STRUCTURE
SEMESTER – I

Course	Course title	Credits	Weightage / Marks		
			Theory (External)	Theory/ Practicum (Internal)	Total
A1	Philosophical Foundation of Education	4	80	20	100
A2	Perspectives in child developement	4	80	20	100
A3	Classroom Management, Leadership & Action Research	2	40	10	100
B7	Introduction to Sensory Disabilities(VI, HI, Deaf blind)	2	40	10	50
B8	Introduction to Neuro Developmental Disabilities (LD, ID / MR, ASD)	2	40	10	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	40	10	50
C12	Assessment and Identification of Needs	4	80	20	100
E1	Practical: Cross Disability and Inclusion	2	40	10	50
	TOTAL	**22**	**440**	**110**	**550**

Engagement with field as part of courses indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	Assignment / Project	A1	Institute
2	Assignment / Project	A2	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours

Area E1: Practical- Cross Disability and Inclusion

Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods

- *Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*
- *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.*

SEMESTER – II

Course	Course title	Credits	Theory (External)	Theory/ Practicum (Internal)	Total
			Weightage / Marks		
A4	Sociological Foundations of Education	4	80	20	100
A5	Learning, Teaching and Assessment	4	80	20	100
A6	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	80	20	100
A7	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	80	20	100
B6	Inclusive Education	2	40	10	50
C13	Curriculum Designing, Adaptation and Evaluation	4	80	20	100
E2	Practical: Disability specialization	2	40	10	50
	TOTAL	**24**	**480**	**120**	**600**

Engagement with field as part of as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	B6	Institute
3	Assignment / Project / Presentation	C13	Institute/ Special/ Inclusive School
4	Assignment / Project / Presentation	A4/A5	

Area E2: Practical- Disability Specialization (Area C)

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	Classroom observation	Major Disability	Special school	30	Observation of all subjects at different level, minimum 50 school periods.
1.2	**a.** Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focussing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	**a.** Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

SEMESTER – III

Course	Course title	Credits	Theory (External)	Theory/Practicum (Internal)	Total
			Weightage/Marks		
A8	Understanding the Self	2	40	10	50
C14	Educational Intervention and Teaching Strategies	4	80	20	100
C15	Technology and Disability	4	80	20	100
C16	Psycho Social and Family Issues	2	40	10	50
E2	Practical: Disability Specialization	4	80	20	100
F1	Main disability special school (Related to Area C)	4	80	20	100
D17	Reading and Reflecting on Texts (EPC)	2	40	10	50
D18	Drama and Art in Education (EPC)	2	40	10	50
	TOTAL	**24**	**480**	**120**	**600**

Engagement with field as part of course as indicated below:

Sl. No.	Task for the Student-teachers	Course	Place
1	a. Assignment / Project / Presentation	C14	Institute
2	b. Assignment / Project / Presentation	C15	Institute
3	c. Assignment / Project / Presentation	C16	Institute
4	d. Assignment / Project / Presentation	D17	Institute/ school
5	e. Assignment / Project / Presentation	D18	Institute/ school

Area E2- Practical Disability Specialization (Part C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	**a.** Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 schools
1.2	**a.** Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualised Teaching lessons on selected subjects	Major Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

Area F1: Disability Specialisation

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialization (E-2 & F-1)
A-6 Pedagogy Subject 1	Semester –III (three days-15 Hrs)
A-7 Pedagogy Subject 2	Semester-III (three days-15 Hrs)
F-1 School Attachment/ Internship	Semester- III(24 days-120 Hrs)

SEMESTER – IV

Course	Course title	Credits	Theory (External)	Theory/ Practicum (Internal)	Total
				Weightage/Marks	
A9	Contemporary India in Education	4	80	20	100
B10	Skill based Optional Course (Cross disability and inclusion) ANY ONE	2	40	10	50
B11	Skill based Optional Course (specialization disability) ANY ONE	2	40	10	50
D19	Basic Research & Basic Statistic (EPC)	2	40	10	50
E1	Practical: Cross Disability and Inclusion	4	80	20	100
F2	Other disability special school	4	80	20	100
F3	Inclusive school	4	80	20	100
	Practical examinations				
	Pedagogy-1	2	40	10	50
	Pedagogy-2	2	40	10	50
	TOTAL	**24**	**520**	**130**	**650**

Engagement with field as part of course as indicated below:

Sl.No.	Task for the Student-teachers	Course	Place
1	Assignment / Project / Presentation	B10	Institute
2	Assignment / Project / Presentation	B11	Institute / school
3	Assignment / Project / Presentation	D19	Institute / school

Area E1: Practical- Cross Disability and Inclusion (Area B)

Note: *Practical timing shall be included in time table (minimum of four week)*
Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Sl.No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom observation	Other than Major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level , minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
1.3	**a.** Individualised Teaching lessons on different levels for selected subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Area F2: Other Disability Special School (Area B)

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods

Area F3: Inclusive School (Area B & C)

Sl.No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Area	Disability Specialization	Other disability	Inclusive Education
A4 Pedagogy Subject 1	Semester –III (3 days-15 Hrs)	Semester –IV (2 days-12 Hrs)	Semester –IV (2 days-12 Hrs)
A5 Pedagogy Subject 2	Semester-III (3 days-15 Hrs)	Semester-IV (2 days-12 Hrs)	Semester-IV (2 days-12 Hrs)
F-2 & F-3 Internship	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It may be noted:

1. *Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, <u>Other disability</u> and in Special and Inclusive Settings.*
2. *Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.*
3. *Practical in <u>Other disability</u> should be for other than disability specialisation.*
4. *Practical in Inclusive settings should be preferably with various disabilities.*

VI. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

The syllabus prescribed for the B.Ed.Spl.Ed. Is on the basis of minimum requirements and therefore, Universities and Colleges of Education/Institutes implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

VII. DURATION OF THE COURSE

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

VIII. WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 80% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

IX. ELIGIBILITY FOR ADMISSION

(a) Candidates with at least fifty percent marks either in the Bachelors Degree and/or in the Masters degree in Sciences/ Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55 % marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

X. ADMISSION

Admission Procedure: Through Education Common Entrance Test conducted by Government of Andhra Pradesh.

XI. PROGRAMME PATTERN

The programme has been developed on Semester basis. The Programme has proposed 2400 marks in view of disability specific specialization.

XII. PASSING MINIMUM

Minimum 50% marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

XIII. NATURE OF EVALUATION

Internal & External as per University norms; RCI as Statutory body recommends that the (i) cut-off marks for grade B shall not be less than 50% and for grade B+, it should not be less than 55% under the absolute grading system, and (ii) Internal assessment for Theory Courses will not exceed 20% and 50% in the practicum wherever applicable.

XIV. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing shall take the examinations subsequently according to the changed syllabus/ regulations/ as per University norms.

XV. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, **a minimum number of 20 and maximum of 30 students** may be admitted for the B.Ed.Spl.Ed. programme.

XVI. FACULTY NORMS

The existing faculty norms will be applicable only for the first year of the academic session 2015-16. Revised norms will be applicable from the academic session 2016-17 onwards (second year of the course starting in 2015-16 onwards). Faculty norms are attached herewith at Annexure - I.

XVII. INFRASTRUCTURAL FACILITIES

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution/ Society/ Trust. In case of rented building, the institution must have a rent agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. meters area and shall consist of 500 sq. meters built up area for the first proposed training program. For each additional course, 300 sq. meters additional built up area is required. For example, for one course 500 sq. meters built up area, for two courses (500+300) sq. meters and so on.

- Lecture Hall / Classrooms – 3 basic requirements (minimum one Additional classroom for each additional programme)
- Multipurpose Hall – 1
- Staff Room – 1
- Resource Room* – 1
- HOD / Principal Room – 1
- Administrative Room - 1
- Library – 1
- ICT - 1
- Disabled Friendly Disabled Friendly gender- wise washrooms

Space for Resource Room- it should be large enough to include disability as well as health, physical education, yoga, drama, etc. with respect to children with disabilities.

XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation/ Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XX. PRACTICING SCHOOLS

Special & Inclusive School - Own Special School/ MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience[3].

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Code: A1   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Objectives

After completion of the course, the student-teacher will be able to

1. understand the concepts of Education and Philosophy
2. understand the Indian Philosophical thought on Education
3. understand the Implications of various western schools of thought on Education
4. understand the implications made by recent thinkers on education.
5. appreciate the nobility of teaching as a profession.
6. understand the need and importance of values and their role in making an individual a humane.

Course Content

Unit-1: Introduction to Philosophy and Education

1.1 Concept and Scope of Philosophy
1.2 Concept and Scope of Education
1.3 Types and Functions of Education
1.4 Relationship between Philosophy and Education.
1.5 Philosophy and aims of Education

Unit-2: Indian Education: Historical Perspective

2.1 Education during Ancient Period (Vedic Education, Buddhist Education and Jains)
2.2 Education during Medieval Period (Including Islamic Education)
2.3 Education during Modern Period (Pre-Independent and Post Independent era)
       i. Rabindranath Tagore
       ii.Sri Aurobindo Gosh
       iii. Mohandas Karamchand Gandhi
       iv. Jiddu Krishna Murthy
       v. Dr.BR.Ambeddkar
       vi Moulana Abdul Kalam Azad

Unit-3: Eastern Systems and Western Schools of Philosophy

3.1 Eastern Systems of Philosophy
   i. Sankhya   ii. Yoga iii. Nyaya iv. Vedanta
3.2 Western Schools of Philosophy
    i. Idealism ii. Naturalism iii. Pragmatism iv. Existentialism

Unit-4: Value Education

4.1 Concept of Value
4.2 Classification of Values
4.3 Value Crisis
4.4 Approaches to inculcate Values
4.5 Values and Harmonious Life

Unit-5: Teaching as a Profession

   5.1 Teacher: Professional Competencies and Commitments
   5.2 Teacher as a Nation Builder
   5.3 Teacher as a Creator and Facilitator of Knowledge
   5.4 Professional ethics of teachers
   5.5 Teacher and the Future Society

Activities

1. Critically review a selected book written by Contemporary Educationalist in India.
2. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
3. Identify the different roles played by an ideal teacher in the classroom, school and community and report
4. Visit nearby schools under different managements and describe the functioning of the schools
5. List out the values which make an individual a righteous human being

Text Books

Foundations of education, Telugu Academy publications,2014,Hyderabad.

Foundations of education,Neelkamal publications, 2013,Hyderabad

Aggrawal, J.C. (1996) 10th rev. ed. *Theory and Principles of Education*. New Delhi: Vikas Publication.

Altakar A.S. (1957). *Education in Ancient India*. Varanasi: Nand Kishore Publication.

Anand, C L. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.

Reference Books

Bipan Chandra (2000). *India after Independence*. New Delhi: Roopa.

M. Keynes, 5th Edition. Cambridge: Cambridge University Press.

Dhavan, M.L. (2005). *Philosophy of Education*. Delhi; Isha Books.

Introduction to history of Philosophy,Frank Thilly.

History of Philosophy, R S Peters, Orient Longman, New York

Thakur, A. S. & Berwal, S. (2007*). Education in Emerging Indian Society*, New Delhi: National Publishing House.

Jaffar, S.M. (1972). *Education in Muslim India*. Delhi: Idrah-I-Ababiyat.

John Brubacher (2007). *Modern Philosophy of Education*. New Delhi: Surjeet Publication.

Mookerjee, R.K. (1960). *Ancient Indian Education*. Delhi: Moti Mahal.

Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot.

Mukharji, Shankar (2007). *Contemporary Issues in Modern Indian Education*. Authors Press.

Nurullah & Naik (1951). *History of Indian Education*. Bombay: Macmillan & Co.

Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.

M.L. Dharam, Philosophy of Education, Delhi Esha Books

History of Indian Education, Mumbai (Mc Millan and Co)

PERSPECTIVES IN CHILD DEVELOPMENT

Course Code: A 2   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Objectives
After completion of the course, the student-teacher will be able to
1. compare relative merits and applications of different Approaches of Human Development
2. recognize that childhood is a period of socialization and how socialization practices affect their development
3. critically analyze developmental variations among children placed and exposed to different socio-cultural contexts
4. appreciate the process of development with special focus on childhood and adolescence
5. recognize that adolescence as a period of transition and threshold of adulthood
6. examine characteristics of adolescents and reflect on how their needs act as genesis of certain unique problems
7. illustrate different factors influencing on child development and their applications to education
8. examine different theories of development and their relevance to understand the nature of child

Course Content

Unit-1: Approaches of Human Development
1.1 Concept of Growth, Development and Maturation
1.2 Principles of Development
1.3 Stages of Growth and Development (Infancy Childhood, Adolescence)
1.4 Dimensions of Growth and Development (Physical, Cognitive, Emotional, Social, Moral, language)
1.5 Longitudinal and cross sectional approaches of understanding development

Unit-2: Theories of Development
2.1 Cognitive theory of Development (Piaget's)
2.2 Psycho-social theory of development (Erikson).
2. 3 Theory of Moral Development (Kohlberg's).
2. 4 Theory of psycho- sexual development (Freud).
2. 5 Theory of Emotional Development (Goldstein).

Unit-3: Childhood as a period of Socialization
3.1 Characteristics of childhood – developmental tasks.
3.2 Child development – Physical, cognitive, social, emotional, moral and language development during childhood.
3.3 Child in different socio-cultural contexts.
3.4 Process of socialization – conflicts resolution and social development.
3.5 Stages of Social development – Isolated play, parallel play and social play. Characteristics of socially matured person.

Unit-4: Adolescence as a period of transition
4.1 Characteristics and needs in Adolescence
4.2 Genesis of problems during adolescence-Physical, cognitive, emotional, social, moral and language development
4.3 Adolescent Groups – Gangs
4.4 Mechanisms of adjustment with special reference to defense mechanisms and holistic development
4.5 Leadership: Types of Leadership, Development of Leadership qualities in adolescents and its educational implications.

Unit-5: Individual Differences
1.1 Dimensions of Individual differences-cognitive abilities, interests, aptitude, creativity, personality and values
1.2 Theory of multiple intelligence (Gardner) – Implications for understanding differences in children
1.3 Difference in children based on learning styles and socio cultural context (home language and Instructional language)
1.4 Individual differences based on cognitive abilities – learning difficulties, slow learners and intellectually challenged, intellectual giftedness - implications for catering to individual variations in view of "differences" rather than "deficits" perspective.
1.5 Fostering creativity among children.

Activities
1. Visit a balwadi centre/ NGO centers for orphans/ street children homes and prepare a detailed report on the care taken by these centers
2. Description of cases – 1. A Child with any type of disability and 2. A child from disadvantaged section of the society
3. Describe the salient features of Child Rights Act 2005
4. Interact with five adolescents and collect information about their attitudes, interests, aspirations in respect of their educational and occupational choices

Text Books
Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.

Reference Books
Beggie, H.L. and Hunt M. P: Psychological Foundations of Education

Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton

Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence.* London: Paladin Books

Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman

Hurlock, E.B. (1999). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd, New Delhi

Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books

Sharma, K.N. (1990). *Systems, Theories and Modern Trends in Psychology*. Agra: HPB.

Yakaiah, P. & Bhatia, K.K. (2005). Introduction to Educational Psychology. Ludhiana: Kalyani Publisher

CLASSROOM MANAGEMENT LEADERSHIP AND ACTION RESEARCH

Course Code: A 3   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Objectives

After completion of the course, the student-teacher will be able to

1. Understand the importance of classroom organization
2. Understand the importance of classroom Management
3. Develop ability to face the problems in managing the classroom.
4. Understand the role of leadership of a teacher
5. Undertake different action research projects to improve professional practices

Course Content

Unit-1: Classroom Organization

1.1 Classroom organization – Meaning and purpose
1.2 Classroom Seating Arrangement for different purposes
1.3 Technology integration – OHP/ LCD, Smart board, Chalk board, White board, Display boards, multimedia, E-Classroom.
1.4 Characteristics of Classroom Environment - Learner friendly and inclusive
1.5 Management and maintenance of physical and material resources to optimize access to learning; Sharing of resources – School Complex

Unit-2: Classroom Management

2.1 Classroom management – concept, need and approaches .
2.2 Managing with different types of students – Leader, Follower, passive
2.3 Classroom behavior management – problems, mistakes, disciplinary practices, corporal punishments, classroom rules, routines and regulations.
2.4 Violation of rights of children – legal consequences.
2.5 Strategies to manage behavior problems- preventive, supportive and corrective.
2.6 Time management in a classroom – Allocated time, instructional time, engaged time and Academic learning time.

Unit-3: Role of Teacher in School Functions

3.1 Teacher as a facilitator of learning
3.2 Perspective planning and coordination with authorities for support.
3.3 Accountability and self assessment of teachers and feedback mechanisms.
3.4 Conducive school environment – team work, transparency, self esteem among head teacher, teachers, students.

Unit-4: Teacher as a Leader

4.1 Concept, Nature and Characteristics of a Leader
4.2 Types of Leadership
4.3 Strategies to develop leadership qualities
4.4 Role of a teacher as a leader in managing classroom dynamics

Unit-5: Action Research in Education
    5.1 Action Research – Meaning, Need and Scope
    5.2 Steps in Action Research
    5.3 Action Research Cycle
    5.4 Action Research Problem Areas – Student, Classroom, School, Teacher, Administration, etc.

Activities
1. Prepare a detailed record describing the role of the teacher in organizing the classroom at least by observing a teacher for five periods.
2. Identify a problem for action research and prepare a proposal for action research
3. Collection of articles from newspapers relating to classroom management problems
4. Collection of cases of indiscipline and corporal punishment from newspapers
5. Observe a minimum of five school teachers and describe their leadership characteristicsText

Text Books
    Parag Diwn (2006), Management Principles and Practices, Excell Books, New Delhi
    Vandana Punia (2005) Managerial Skills in Educational Administration - Deep and Deep Publications Pvt. Ltd. Delhi
    John W Best and James V Kahn (2008) Research in Education, Pearson/PHI, New Delhi

Reference Books
    Ranjith Kumar (2007) Research Methodology, Pearson/PHI, New Delhi
    Mishra R C (2007) History of Educational Adminitration, APH Publishing Corporation, New Delhi
    Meenakshi Sundaram, A (2012), Educational Innovations and Management , Kavyamala Publishers, Chinnalapathi, Tamilnadu
    Padmanabhaiah S and Vijayalakshmi B (Eds.) (2014), Pathasala Nirvahana Vidyamsalu, Telugu Academy, Hyderabad
    Krishnamacharyulu V (2010) School Management and Systems of Education, Neelkamal Publications Pvt. Ltd. Hyderabad

INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

Objectives

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification   5 Hours

1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
1.2 Importance of hearing
1.3 Process of hearing & its impediment leading to different types of hearing loss
1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss   5 Hours

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
2.2 Language & communication issues attributable to hearing loss and need for early Intervention
2.3 Communication options, preferences & facilitators of individuals with hearing loss
2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
2.5 Restoring techniques using human (interpreter) & technological support (hearing device

Unit 3: Visual Impairment- Nature and Assessment   **5 Hours**

    3.1. Process of Seeing and Common Eye Disorders in India

    3.2. Blindness and Low Vision--Definition and Classification

    3.2. Demographic Information--NSSO and Census 2011

    3.4. Importance of Early Identification and Intervention

    3.5. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment   **5 Hours**

    4.1. Effects of Blindness- Primary and Secondary

    4.2. Selective Educational Placement

    4.3. Teaching Principles

    4.4. Expanded Core Curriculum- Concept and Areas

    4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness   **10 Hours**

    5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

    5.2 Effects and implications of deaf-blindness on activities of daily living & education

    5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

    5.4 Fostering early communication development: Methods, assistive devices and practices including AAC

    5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Course Work/ Practical/ Field Engagement

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

Transactions

    Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from
  http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD
  EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-

for-resource-teachers-for-disable-
children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=
LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-
TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.
dGY

- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

Suggested Readings

- Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.
- Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood,
- Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.
- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

Objectives

After completing the course the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*
- *Describe the tools, areas of assessment and apply intervention strategies.*

Unit 1: Learning Disability: Nature, Needs and Intervention

 1.1 Definition, Types and Characteristics
 1.2 Tools and Areas of Assessment
 1.3 Strategies for reading, Writing and Maths
 1.4 Curricular Adaptation, IEP, Further Education,
 1.5 Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

 2.1 Definition, Types and Characteristics
 2.2 Tools and Areas of Assessment
 2.3 Strategies for Functional Academics and Social Skills
 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
 2.5 Vocational Training and Independent Living

Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention

3.1 Definition, Types and Characteristics

3.2 Tools and Areas of Assessment

3.3 Instructional Approaches

3.4 Teaching Methods

3.5 Vocational Training and Career Opportunities

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretation of test reports and develops strategies for classroom intervention

Course Work/ Practical/ Field Engagement

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore.
- American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children. Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Severe Emotional   Problems. http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders. PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies. Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities. Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties. Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment. Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9   **Credits: 02**

Contact Hours: 30   **Marks: 50**
Introduction

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Objectives

After completing the course the student-teachers will be able to

- *Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*
- *Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.*

Unit 1: Cerebral Palsy (CP)

1.1. CP: Nature, Types and Its Associated Conditions
1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
1.3. Provision of Therapeutic Intervention and Referral of Children with CP
1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

2.1. Definition, Meaning and Classification
2.2. Assessment of Functional Difficulties
2.3. Provision of Therapeutic Intervention and Referral
2.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
2.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

3.1 Multiple Disabilities: Meaning and Classifications

3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Course Work/ Practical/ Field Engagement (any one of the following)

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.

- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

- Miller, F. and Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book.

- Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file

- Sarva Siksha Abhiyan . Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: C 12   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessment to be undertaken for identifying needs in order to plan the intervention program.

Objective

After completing the course student-teachers will be able to

- *Explain the need and techniques for early identification of hearing loss in children.*
- *Acquire knowledge in the area of audiological assessment and its relevance in education.*
- *To discuss communicative and language related needs with the understanding of its development and assessment.*
- *Understand the need for assessment of various processes involved in production of speech.*
- *Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.*

Unit 1: Early Identification of Hearing Loss: Need and Strategies

1.1 Need for early identification of hearing loss
1.2 Overview to behavioural and objective techniques in screening for hearing loss
1.3 Team members involved in hearing screening and their role
1.4 Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)
1.5 Referral of children based on signs and symptoms of hearing loss

Unit 2: Audiological Assessment

2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL *vs* dBSPL, Auditory milestones in typical children (0-2 years)
2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance
2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry
2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.
2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications

---

Unit 3: Assessment of Language & Communication

3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)

3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

3.3 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors

3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)

3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech

4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment

4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)

4.3 Suprasegmental aspects of speech and its assessment

4.4 Milestones of speech development in typically developing children

4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs

5.1 Educational assessment: Concept and Scope

5.2 Factors affecting educational performance: individual, family and environment

5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based

5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)

5.5 Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

Course work/ Practical/ Field Engagement

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

Transaction and Evaluation

   Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L., & Frisbie, D.A. (1991) Essentials of Educational Measurement (5th ed). Prentice Hall Publication, New Jersey.
- Brigance, A.H., & Hargis, C.H. (1993). Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.
- Jurs, S.G., & Wiersma, W. (1990) Educational Measurement and Testing(2nd ed). Allyn and Bacon, Boston
- Linn, R. L., & Gronlund, N. E. (1995) Measurement and Assessment in Teaching (7th ed). Prentice Hall Publication, New Jersey.
- Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11th ed.). Pearson Education, Boston.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Pearson Education, Boston.
- Mathew, S., & Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2(1). 26-33.
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Century-crofts, New York.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L., & Downs, M.P. (2002). Hearing in Children. (5th ed.). Lippincott Williams and Wilkins, Philadelphia.
- Patel, R.N. (1985), Educational Evaluation, Himalaya Publication, Bombay
- Quigley, S., & Paul, P. (1984). Language and Deafness. College – Hill Press Inc., California.
- Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- Boyle, J., & Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell

  Publication, Singapore.
- Evens, P., & Varma. V. (1990). Special Education Past, Present and Future, The Falmer Press, London.
- Gregory, J. (1998). Issues in Deaf Education. Cromwel Press, Wiltshire.
- Madell, J.R., & Flexer, C. (2008). Pediatric Audiology: Diagnosis, Technology and Management. Thieme Medical Publishers, New York.
- McMillan, J.H. (2001). Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn & Bacon, Boston.
- Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersy.
- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.
- Warden, P., Winter, J., & Broadfoot, P. (2002). Assessment, Routledge Falmer Publication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and deaf education, 8(1), 11-30.

Semester - I

E 1: Cross disability & inclusion **Hours: 10** **Credits: 02**

Marks: 50

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Settings	Specific Activities	Hrs. (60)	Marks	Submissions
1	1.Classroom observation	1.VI	1.Special School	1.Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10	25	
		2.Other than VI	2.Minimum three special schools		10		
		3.Any disability	3. Inclusive schools		10		
	2. Learning of Braille	VI and Deaf-blind	College	2.Introduction to Bharati/ Hindi or Regional Braille	30	25	

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Code: A 4   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Objectives
After completion of the course, the student-teacher will be able to
1. understand the sociological basis of Education
2. understand the impact of culture and socialization on Education
3. sensitize the student teacher about the impact of Education on the quality of life
4. understand the preamble of the constitution in the light of Education
5. organize various programmes to achieve national integration and international understanding

Course Content

Unit-1: Sociology and Education
1.1 Meaning, nature and scope of sociology
1.2 Relationship between sociology and Education
1.3 Agencies of socialization (Family, peer group, school, Media, Religion
1.4 Role of Teacher in Socialisation process
1.5 Impact of Socialisation on Education

Unit-II: Culture and Education
2.1 Meaning and definitions of culture
2.2 Characteristics of culture
2.3 Dimensions of culture, cultural lag, cultural pluralism
2.4 Impact of culture on Education
2.5 Role of Education in preservation, transmission and promotion of culture

Unit-III: Social Change and Education
3.1 Meaning and factors responsible for Social change
3.2 Concept and attributes of Modernization
3.3 Social stratification, Social Mobility and Education
3.4 Education as a facilitator for social change
3.5 Social Networking its implications on social cohesion and education

Unit-IV: Democracy and Education
4.1 Concept and Principles of Democracy
4.2 Equality and equity in Education
4.3 Preamble of the Constitution in relation to Education
4.4 Role of Education in strengthening democracy and democratic citizenship
     Teacher as a democrat

Unit-V: Education and National Integration
   5.1 Concept, Need for National Integration
   5.2 Education as an instrument for national integration
   5.3 Programmes to promote National Integration and International understanding,
   5.4 Peace education in schools
   5.5 Social Crisis and its Management

Activities
   1. Study the cultural practices prevailing in the local community and submit a report
   2. Study the diversities existing in the community and describe the root causes for such diversities.
   3. Study the social stratification in a village/ward and prepare a report on it.
   4. Education and social mobility – Conduct a survey in a village/ward and prepare a report

Text Books
   The Teacher and Education in Emerging Indian Society, NCERT, New Delhi - 1983
   Srinivas M N - Social Change in Modern India, Allied Publishers, New Delhi - 1966
   Premnath – The Bases of Education – A Philosophical and Sociological Approach – S Chand & Co. Ltd., New Delhi - 1979
   Aggrawal, J C – Sociological Foundations of Education – New Delhi
   Ramesh Ghanta (Ed.) – Vidya Adharalu (In Telugu) – Telugu Academy, Hyderabad

Reference Books:
   Sandeep.P. & C.Madhumati (2008) Philosophical and Sociological Foundations of Education. Secunderabad: Vera Educational Services Public Ltd.
   Havighurst, R (1995) – Society and Education – Boston: Allyn and Bacon
   Thakur A S & Berwal, S (2007), Education in Emerging Indian Society, New Delhi: National Publishing House
   Jaffar, S M (1972) – Education in Muslim India – Delhi: Idrah-I-Ababiyat
   Mukherji, Shankar (2007) – Contemporary Issues in Modern Indian Education, Author Press
   Sharma, Yogendra K (2001) – History and Problems of Education, Volume-I, New Delhi, University Press
   Richard Cheever Wallace & Wendy Drew Wallece (1985) – Sociology – Boston: Allyn and Bacon
   Taneja, Y R (1990) – Educational Thought and Practice – Sterling, New Delhi
   Coombs, Phil P H (1970) – The World Education Crisis: A Systems Analysis – A H Wheeler & Co.
   Vaizey John (1967) – Education in the Modern World: World University Library – London

LEARNING AND TEACHING

Course Code: A 5   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Objectives
After completion of the course, the student-teacher will be able to
1. To be aware of the process of learning and information processing
2. To gain an understanding of different theoretical perspectives on learning
3. To reflect on their own implicit understanding of the nature and kinds of learning
4. To explore the possibilities of designing learning environment and experiences at school
5. To appreciate the critical role of learner differences and social contexts in making meanings and drawing implications for schools and teachers

Course Content

Unit-1: Process of Learning
1.1 Concept of learning, types of learning and factors influencing learning
1.2 Learning process: Attention, sensation, perception, and concept formation
1.3 Memory & forgetting: concept, types of memory, applicability to learning and strategies for better management of memory.
1.4 Transfer of learning: concept, theories and types(Horizontal and Vertical)
1.5 Role of motivation in learning; methods of improving motivation

Unit-2: Behaviorist Perspectives of Learning
2.1 Trial and error - Thorndike, Laws of learning, concept and principles and classroom implications
2.2 Classical Conditioning - Pavlov, concept and principles and classroom implications
2.3 Operant Conditioning – Skinner, concept and principles and classroom implications
2.4 Compare these perspectives in terms of their merits and applicability to classroom
learning

Unit-3: Cognitive and Humanist Perspectives of Learning
3.1 Cognitive perspectives of learning (insight learning – Kohler, Discovery learning - Bruner, Developmental theory of learning - Piaget, Social Learning - Bandura, Social constructivism – Vygotsky)
3.2 Humanist perspectives of learning (Learner centered approach – Rogers)

Unit-4: Teaching Process
    4.1 Concept of teaching, teaching as a profession and teacher as a professional, teaching as an art and science
    4.2 Distinction between Instruction, training and teaching
    4.3 Phases of teaching: planning, execution and reflection
    4.4 Role of teacher in teaching learning process: teacher as a model, facilitator, negotiator, co-learner, reflective practitioner and classroom researcher
    4.5 Functions of a teacher in classroom, school and community

Unit-5: Learning Environment and Learning Engagement
    5.1 Meaning of learning environment and learning engagement
    5.2 Creating positive and productive environment for learning - creation of emotionally safe learning environment to increase learning
    5.3 Development of emotional intelligence
    5.4 Role of culture in the educative process, creating culturally responsive learning environment, create cultural congruity between home and school
    5.5 Assisted performance, supervised discussion and reciprocal teaching as strategies to enhance motivation and learning

Activities
1. Prepare a list of study habits prevailing among students of a particular class through interaction of students
2. A report on learning situations, learners attention, motivational status among the students of a particular class through observation
3. Conduct a group discussion on strategies of memorization – Repeated reading, writing, peer group discussion, explaining to others, etc. and prepare a report
4. Understanding the nature of interaction between teachers and students by Flander's Interaction model and prepare a report

Text Books
Dandapani (2002). *Advanced Educational Psychology*, Second Edition. New Delhi: Anmol Publication Pvt. Ltd.
Mangal, S.K.(2002). Advanced Educational Psychology, Printice- Hall. of India , Pvt.Ltd., New Delhi.

Reference Books
Beggie, H.L. and Hunt M. P: Psychological Foundations of Education
Erickson, Eric, H. (1972). *Play and Development*. New York: W. W. Norton
Gardner, H. (1980). *Frames of mind: The theory of multiple intelligence*. London: Paladin Books
Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman
Gauvian, M. and M. Cole (eds). Readings on the development of children. New York: W. H. Freeman
Hilgard, E.R. and Bower, G.H. *Theories of Learning*. Prentice Hall India, New Delhi

PEDAGOGY OF TEACHING SCIENCE

Course Code: A 6(Part I)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Objectives

After completing the course the student-teachers will be able to

- *Explain the role of science in day to day life and its relevance to modern society.*
- *Describe the aims and objectives of teaching science at school level.*
- *Demonstrate and apply skills to select and use different methods of teaching the content of sciences.*
- *Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.*

Unit 1: Nature and Significance of Science

1.1 Nature, Scope, Importance and Value of Science
1.2 Science As An Integrated Area of Study
1.3 Science and Modern Indian Society: Relationship of Science and Society
1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
2.4 Unit Planning – Format of A Unit Plan
2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities

4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning.Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N.G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merril Publishing Company.

- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Suggested Readings

- Gupta, S.K. (1983). Technology of Science Education. Vikas Publishing House Pvt. Ltd., Delhi.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education. The Associated Press, Ambala.
- Mangal, S.K., & Mangal, S.(2005). Teaching of Biological Sciences. International Publishing House, Meerut.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

PEDAGOGY OF TEACHING MATHEMATICS

Course Code: A 6 (Part II)   **Credits: 04**

Contact Hours: 60   **Marks: 100**
Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & withought disabilities.

Objectives

After completing the course the student-teachers will be able to

- *Explain the nature of Mathematics and its historical development with contribution of Mathematicians.*
- *Describe the aims and objectives of teaching Mathematics at school level.*
- *Demonstrate and apply skills to select and use different methods of teaching Mathematics.*
- *Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.*
- *Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.*

Unit 1: Nature of Mathematics

3.1 Meaning, Nature, Importance and Value of Mathematics
3.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
3.3 Historical Development of Notations and Number Systems
3.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
3.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
2.4 Unit Planning – Format of A Unit Plan
2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

---

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)

3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities

III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan

V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston.
- Chambers, P. (2010).Teaching Mathematics. Sage Publication, New Delhi.
- Chapman, L.R. (1970). The Process of Learning Mathematics. Pregamon Press, New York.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.
- David, W. (1988). How Children Think and Learn. Blackwell Publishers Ltd., New York.
- Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi.
- Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi.
- Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi.
- Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville.
- Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi.

Suggested Readings

- Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London.
- National Curriculum Framework. (2005). NCERT, New Delhi.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course Code: A 6 (Part III)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Objectives

After completing the course the student-teachers will be able to

- *Explain the concept, nature and scope of social science.*
- *Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
- *Develop skills in preparation and use of support materials for effective social science teaching.*
- *Develop the ability to organize co-curricular activities and community resources for promoting social science learning.*

Unit I: Nature of Social Sciences

1.1 Concept, scope and nature of social science
1.2 Difference between social sciences and social studies
1.3 Aims and objectives of teaching social science at school level
1.4 Significance of social science as a core subject
1.5 Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

2.1 Organization of social science curriculum at school level
2.2 Instructional Planning: Concept, need and importance
2.3 Unit plan and Lesson plan: need and importance
2.4 Procedure of Unit and Lesson Planning
2.5 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation

3.5 Adaptations of material for teaching children with disabilities

Unit IV: Evaluation of Learning in Social Science

4.1 Purpose of evaluation in social science

4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

The student-teachers should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

Course Work/ Practical/ Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Essential Readings

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books Depot., Meerut.
- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

PEDAGOGY OF TEACHING ENGLISH

Course Code: A 6 (Part IV)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes.The course offers you the opportunity to explore in-depth aspects of english and to find out about the approaches and current practices of language teaching in relation to indian and international contexts. The course also equips you with analytical and investigative skills and povides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Objectives

After completing the course the student-teachers will be able to

- *Explain the principles of language teaching, and evolution and trends in English literature.*
- *Prepare an instructional plan in English.*
- *Adapt various approaches and methods to teach English language.*
- *Use various techniques to evaluate the achievement of the learner in English.*

Unit I: Nature of English Language & Literature

1.1 Principles of Language Teaching
1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP)
1.3 English Language in the school context: An Evolutionary Perspective
1.4 Current Trends in Modern English Literature in Indian context
1.5 Teaching as second language in Indian context.

Unit II: Instructional Planning

2.1 Aims and objectives of Teaching English at different stages of schooling
2.2 Instructional Planning: Need and Importance
2.3 Unit and lesson plan: Need and Importance
2.4 Procedure of Unit and Lesson Planning
2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use

4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation

4.3 Construction of a teacher made test for English proficiency

4.4 Teaching portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - Concept and Need

5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)

5.3 Adaptation of Evaluation Tools for Children with Disabilities

5.4 Individualized assessment for Children with Disabilities

5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

Course Work/ Practical/ Field Engagement

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

Essentital Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7). IGNOU, New Delhi.

Suggested Readings

- Agnihotri, R.K., & Khanna, A.L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Kalyani Publishers, Ludhiana.
- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills. Longman, London.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques. Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Kalyani Publishers, Ludhiana.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi.

PEDAGOGY OF TEACHING TELUGU

Course Code: A 6 (Part V)   **Credits: 04**

Contact Hours: 60   **Marks: 100**

INCLUSIVE EDUCATION

Course Code: B 6   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

Objectives

After completing the course the student-teachers will be able to

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

Unit 1: Introduction to Inclusive Education   **5 Hours**

    1.1 Marginalisation vs. Inclusion: Meaning & Definitions

    1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

    1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

    1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

    1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Polices & Frameworks Facilitating Inclusive Education   **5 Hours**

    2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

    2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

    2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

    2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

    2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications   7 Hours

    3.1 Meaning, Difference, Need & Steps
    3.2 Specifics for Children with Sensory Disabilities
    3.3 Specifics for Children with Neuro-Developmental Disabilities
    3.4 Specifics for Children with Loco Motor & Multiple Disabilities
    3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions   8 Hours

    4.1 Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
    4.2 Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
    4.3 Differentiated Instructions: Content, Process & Product
    4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
    4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education   5 Hours

    5.1 Stakeholders of Inclusive Education & Their Responsibilities
    5.2 Advocacy & Leadership for Inclusion in Education
    5.3 Family Support & Involvement for Inclusion
    5.4 Community Involvement for Inclusion
    5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

    I.   Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
    II.   Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
    III.   Design a Poster on Inclusive Education
    IV.   Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

Transactions

    Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999) . Inclusive Education.London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms,Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.
- Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994). Curriculum-Based Assessment in Special Edcuation. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course Code: C 13   **Credits: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course is meant to enable student-teacherss to understand the approaches to curriculum development, its types and process. The course is designed to help the learners acquire knowledge and skills to adapt curriculum and select evaluative methods to suit the needs of children with ASD in different educational settings.

Objectives

After completing the course the student-teachers will be able to

- *Discuss the principles, approaches and types of curriculum.*
- *Explain the process of developing a curriculum and educational program.*
- *Develop suitable content for curricular areas in special education.*
- *Apply the process for modification and accommodation for adapting general school curriculum.*
- *Describe the methods used for evaluation of learning.*

Unit 1: Development of Curriculum

1.1   Curriculum: concept, aims and principles
1.2   Orientations to Curriculum Development
    a. Child centred
    b. Society-centred
    c. Knowledge-centred
    d. Eclectic
1.3   Approaches: child-centred, activity-centred, Ecological approach
1.4   Types of curriculum: core, support, collateral , hidden and co-curriculum
1.5   Person Centred Program and Individualized Educational Program

Unit 2: Curriculum Development and Teaching

2.1 Community and learner needs assessment
2.2 Aims, Goals and Objectives
2.3 Selection of teaching methods and material
    - Microteaching
    - Scaffolding
    - T-L aids
2.4 Implementation and recording
2.5 Evaluation

Unit 3: Curricular Focus for Children with ASD

3.1 Language and social communication

3.2 Self-care

3.3 Social behaviour

3.4 Academic skills

3.5 Pre-vocational and leisure

Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD

4.1 Adaptation of curriculum for children with ASD

4.2 Types of adaptation needed for children with ASD

    a. Content

    b. Instructional

    c. Ecological

4.3 Stages of adaptation

    a. General adaptation

    b. Specific adaptation

4.4 Accommodation & modification

    a. Perceptual style

    b. Cognitive style

    c. Social style

4.5 Accommodation of co-curricular activities and learning material

Unit 5: Methods of Evaluating Children with ASD

5.1 Evaluation: definition and purpose

5.2 Observation

5.3 Record Review

5.4 Teacher made test tests

5.5 Standardized rating scales

Practicum/ Field Engagement

- Development of curriculum for given pre-school child with autism using suitable approach
- Adaptation of curriculum for a child with high functioning autism
- Development of a teacher made test in a selected area
- Adaptation of teaching aid for a given content area

Transaction

- Lectures
- Presentations
- Self-study and use of Online Education Resources
- Project
- Workshops/ Seminars

Essential Readings

- Hewitt, T.W. (2006). Understanding and Shaping Curriculum, What We Teach and Why. Sage Publications. London.
- Jacobs, H.H. (2010). Curriculum 21: Essential Education for a Changing World. ASCD, Alexandria.
- Marsh, C.J. (2004). Key Concepts for Understanding Curriculum. Rouledge Falmer.
- Myles, B.S., & Simpson, R.L. (2003). Asperger's syndrome: A guide for educators and parents. TX: Pro-Ed. Autin.
- Simpson, R. L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for effective practice. Pro-Ed. Texas.
- Tyler, R. (2013). Basic Principles of Curriculum and Instruction. University of Press, Chicago.
- Wiles, J. (1998). Curriculum Development-A Guide to Practice. Merrill Prentice Hall. New Jersey.
- Woodward, J., & Larry, C. (2000). Technology, Curriculum, and Professional Development: Adapting Schools to Meet the Needs of Students with Disabilities.Corwin, Newbury Park.

Suggested Readings

- National Resource Council, (2002). Educating Children with Autism. National Academic Press, Washington.
- Print, M. (1993). Curriculum Development and Design. Allen and Unwin, London.

Semester - II

E 2: Disability Specialisation **Hours: 60** **Credits: 02**

Marks: 50

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
1.1	Learning of Braille	College	VI	1. Bharati Hindi or Regional Braille 2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 Hours 15 Hours	25 25	
1.2	Learning the use of Assistive Devices	College	VI	Taylor Frame: Basic Operation using arithmetic and algebric types	15 Hours		

UNDERSTANDING THE SELF

Course Code: A 8   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Objectives

After completion of the course, the student-teacher will be able to
1. understand that any Self is a human resource to exercise all the resources: cognitive, affective and psychomotor resources.
2. make them realize that the Self does not have independent existence but related to Nature, other selves and the 'Unknown' causing it and this great design of the Universe.
3. make the student-teacher perform one's function to the possible extent as any part of the Nature is silently doing so; thereby developing self-actualization and self-esteem.
4. realize that one is responsible as a person and as a teacher for the integrated development of oneself and one's pupils: Physical, cognitive, social, emotional, aesthetic, moral, and spiritual developments.
5. realize the commonness and uniqueness prevalent in Nature and human nature and feel equality as the reality and contribute to the furtherance of evolution at mental level.

Purpose of the Course

It aims at student-teachers' understanding of themselves as person and teacher through conscious ongoing reflection. This course is intended ***to transact through a workshop mode*** by more than one teacher educator / resource person. The resource persons can be identified from those who have philosophical outlook, psychological orientation and social consciousness. It enables to develop sensibilities, dispositions, values and skills that facilitate personal growth in relation to different identities and professional identity as a teacher. The core life skills are to be developed with relevant exercises. It may use yoga, meditation, case studies, biographies, and stories of children like Prahlada, Dhruva, Markandeya, etc. and the holistically developed people. Its expected outcome is to promote self-actualization and also healthy, happy and peaceful coexistence wherever they are as a being, a citizen and as a global citizen.

Course Content

Unit-1: Self as a human resource:

1.1 Cognitive resources of the self: Self-critical awareness about one's abilities and opportunities to develop independent thinking-critical thinking and creative thinking, decision making and problem solving and develop them as skills.

1.2 Affective resources: Feelings of love, joy, appreciation; emotions like fear, anger, jealousy, affection, happiness to be understood both as assets and threats or limiting factors.

1.3 Sensitize the ability to identify the structural and functional commonality of the human body except the organs of reproduction and allied features of the human kind.

1.4 Empathic understanding of geographical, climatic and genetic conditions causing physical differences.

Unit-2: Self in relation to social identities:

2.1 Self-critical awareness of the causes for one's positive and negative relations with the people based on caste, class, language, religion, nation, region etc.,

2.2 Self-critical understanding of the basic realities of the man- made divisions over the time-scale.

2.3 Critical understanding of the Nature's necessity of gender difference for the onset and continuity of human race.

2.4 Critical understanding of the basic realities of cultural differences across the time-scale and across the globe.

Unit-3: Self (person) as a part of the Nature:

3.1 Nature, harmony in existence and co-existence

3.2 Dependence of Self on the Nature for the very life; dependence of self on other selves for comfortable living.

3.3 Responsibility of self towards conservation, protection and enrichment of plant and animal life.

3.4 Responsibility of self towards other human beings in the family, society, and people across the globe.

Unit-4: Self in relation to profession:

4.1 Self-critical awareness of teaching competency: adequacy of subject matter knowledge, professional skills, and effective communication to the students.

4.2 Self-critical awareness of one's attitudes towards students, teaching, teaching material , interest in students and subject and one's aptitude in the inculcation of interest in students and in tapping their abilities to realize the values identified in the lesson.

4.3 Self-critical awareness of suitability of one's role being performed contextually to enrich learners' capabilities and guiding them for self-actualization while interacting.

4.4 Self-critical awareness of involvement in team work with colleagues, head of the institution parents of learners and management for the development of the learners.

Unit-5: Self- development through self-learning (Self-knowledge):

5.1 Development of self and social identities in the learners to enrich human resources and self-esteem; Realistic understanding of any self as depending on the source of the whole existence for spiritual awakening free of any religious identity.

5.2 Objective view of beliefs, prejudices and stereotypes to liberate from irrational tendencies.

5.3 Understanding human roots in animal and possibility of heights in the divinity through the philosophers like Swamy Vivekananda, Sri Aurobindo and J. Krishnamurti to awaken oneself to Truth, beauty and goodness both inside and outside.

5.4 Yogic practices for physical, mental and spiritual health and to lay the seeds or foundations for Self-realization.

Activities

During the transaction of this course, through workshop mode, student teachers will be asked to come out with the following documents. Student teachers are required to submit only five documents, one from each unit. These documents will be assessed by a minimum of two faculty members to award 25 marks for activities.

1. Self-critical awareness about one's abilities and assets in different contexts of life and limitations in terms of knowledge, attitudes, skills and values which may be revised or developed.

2. Activities that develop cognitive skills-independent thinking to promote critical thinking and creative thinking; decision making and problem solving with all their components.

3. Visits to the slums and natural calamities and stories of different children to tap empathy which is inherent.

4. Group discussion on the current issues to develop psycho-social skills like interpersonal relationship skills and effective communication skills.

5. Introducing yoga exercises to be done with ease and meditation which starts with self-knowledge with let come and let go spirit to experience spells of silence for healthy body and mind and to awaken the hidden faculties.

6. Exercises to have inner observation for self knowing while in stress or in emotions and to develop skills of self management.

7. Use of brain storming, value clarification and group discussion techniques to arrive at the realities free of habitual modes of thoughts, attitudes and action tendencies.

8. Encouraging Nature observation, inner observation, nature walks, and reading biographies of great people who contributed their might out of self-abnegation but not with self-centeredness and sharing personal experiences.

Reference Books

1. Delors, Jaquis. (1996) Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
2. Goel, D.R. Co-ordinator. (2005-06) Quality Concerns in Education. Center for advanced study in Education- M. S. University of Baroda
3. UNICEF (2006) Life Skills Modules-Adolescence Education Program. UNICEF House, New Delhi.
4. Venkateshamurthy C. G. and A.V. Govinda Rao (2005) Life Skills Education Training   Package. R.I.E., Mysore
5. Swami Vivekananda (1988) Selections from the complete works of Swami Vivekananda. Mayavathi, Advaita ashrama.
6. Krishnamurti J (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
7. Krishnamurti J. (2000) Education and Significance of Life. Chennai, Krishnamurti Foundation India.
8. Dalal A.S. (ed) (2001) A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram Pub.

EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14   **Credit: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

Objectives

After completing the course the student-teachers will be able to

- *Explain the purpose and define the principles of educational intervention.*
- *Discuss the various Teaching Strategies across the curricular hierarchies.*
- *Link the teaching Strategies to the curricular areas.*
- *Provide specific strategies for core and collateral curriculum.*
- *Plan Programme for skill, process and curricular deficits.*

Unit 1: Conceptual Framework of Educational Interventions

1.1 Definition, purpose, scope and principles of educational intervention
1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)
1.3 Steps of intervention
1.4 Cascade of services and Response to Intervention
1.5 Issues and ethics in educational intervention

Unit 2: Educational Interventions for Processing Deficit

2.1 Attention
2.2 Perception
2.3 Memory
2.4 Thinking
2.5 Meta-cognition

Unit 3: Reading and Writing Interventions

    3.1 Principles of intervention in reading and writing

    3.2 Strategies for developing word recognition skills, fluency and comprehension

    3.3 Strategies for developing handwriting, spelling and written expression

    3.4 Strategies for Reading and writing across the curriculum

    3.5 Strategies for differentiation and inclusion in the classroom

Unit 4: Interventions for Mathematics

    4.1 Principles for interventions in mathematics

    4.2 Strategies for developing mathematical concepts

    4.3 Strategies for developing computation, automaticity [timed tasks] and application

    4.4 Strategies for problem solving

    4.5 Accommodations [Calculators, Computers] in the mainstream classroom

Unit 5: Intervention in Life Skills

    5.1 Strategies for developing of Social skills

    5.2 Strategies for developing Study skills

    5.3 Strategies for self-assessment and advocacy

    5.4 Strategies for soft skills [presenting self, time management, decision making]

    5.5 Preparation for Independent Living; Career Planning, leisure and recreation

Transactions

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

Course Work/ Practical/ Field Engagement

- Prepare an educational intervention plan\tool for a given process
- Prepare an educational intervention plan\tool for a given skill
- Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal
- Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies

Essential Readings

- Karten, T, J. (2007). More Inclusion Strategies that work- aligning student strength with standards. Corwin Press, CA.
- Lerner, J. W. (2011). Learning Disabilities. Houghton Mifflin Brookes, Boston.

Suggested Readings

- Bird, R. (2013). The Dyscalculia Toolkit: Supporting Learning Difficulties in Maths. Sage, Los Angeles.
- Cummings, C. (2000). Winning Strategies for Classroom Management Teaching. Book News, Inc., Portland.
- Das, J. P. (2009). Reading difficulties and dyslexia: An interpretation for teachers. Sage Publications, New Delhi.
- Forster, C., Grant, J., Hollas, B., Pittet, J.,Shaffer, J., & O'Donnell, M.A.R. (2002). Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. (2007). Dyspraxia. (2nd ed). Continuum International publishing Group, Baltimore.
- Harwell, J. M., & Jackson, R, W. (2008). The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities. Jossey Bass Inc, San Francisco.
- Lee. S H., Harris K, R., & Graham, S. (2003). Handbook of Learning Disabilities. The Guilford Press, New York.
- Martin, L, C. (2009). Strategies for Teaching Students with Learning Disabilities: Corwin Press, CA.
- Mather, N., & Goldstein, S. (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management, Brookes Publishing Company, Baltimore.
- Narayan, J. (2002). Educating children with learning problems in the primary school. NIMH, Secunderabad.
- Pandey J., & Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects. Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Vifa Publication, Secunderabad.

TECHNOLOGY AND DISABILTY

Course Code: C 15   **Credit: 04**

Contact Hours: 60   **Marks: 100**

Introduction

This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learningand ends with the issues that one faces while dealing with technology.

Objectives

After completing the course the student-teachers will be able to

- *Explain the meaning, scope and use of Technology.*
- *Analyse the learning needs in relation to Technology.*
- *Understand and use the various types of technology for presenting, engaging and evaluating.*
- *Discuss the trends and issues related to the use of technology.*

Unit 1: Concept of Technology

1.1 Meaning, Nature, Scope and Significance of Technology
1.2 Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles
1.3 Technology integration vs technology use in the curriculum
1.4 Assistive technology: Meaning and scope
1.5 Role & Use of AT for children with LD

Unit 2: Learning Needs of CWLD

2.1 Communication
2.2 Reading
2.3 Writing
2.4 Mathematics
2.5 Self management

Unit 3: Technology for Presentation & Expression (Input and Output)

3.1 Classroom Presentation & Expression: Concept & scope
3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast
3.4 Cognitive – graphic organisers
3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

Unit 4: Technology for Classroom Engagement

4.1 Classroom engagement – Meaning and components

4.2 Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software

4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers

4.4 Types programme- drill & practice, Simulations, Games, Tutorial

4.5 Consideration for selection of programmes and tools in an inclusive class

Unit 5: Trends & Issues in Using Technology

5.1 Digital natives & Immigrants

5.2 From isolation to inclusion

5.3 Parent/family involvement

5.4 Cyber Safety

5.5 Evaluation of impact of technology– Social, ethical and human

Transaction

This unit focuses on assistive technology, hence while taking it ahead, its important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used.

Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).

CourseWork/ Practical/ FieldEngagement

- Develop a tool to assess the learning needs for planning compensatory and remedial instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

Essential Readings

- Amy, G. D., & Deborah, N. (2011). Assistive Technology in the Classroom:Enhancing the School Experiences of Students with Disabilities. Pearson, London.
- Das, R. C. (1992). Educational Technology: A Basic Text. Sterling, New Delhi.
- Dian, P. B., & Brian R. B. (2011). Assistive Technology for People with Disabilities. Pearson, London.
- Joan, G. (2011). The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation. Prufrock Press Inc., Texas.
- Kimberly, S. V. (2005). Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences. Woodbine House, Bethesda.
- Sampath, K. (1990). Educational Technology. Sterling, New Delhi.

Suggested Readings

- Cook, A.M., & Polgar, J.M. (2012). Essentials of Assistive Technologies. Mosby, Missouri.
- Hall, T.E., Meyer, A., & Rose, D.H. (2012). Universal Design for Learning in the Classroom: Practical Applications. The Guilford Press, New York.
- Lever-Duffy, J., & McDonald. J. (2010). Teaching and Learning with Technology. Pearson, London.
- Nelson, L.L., & Posey, A. (2013).Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Newby, T.J. (2010). Educational Technology for Teaching and Learning (4th Edition). Pearson, London.
- West. T.G. (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies. Prometheus Books, New York.

PSYCHO-SOCIAL AND FAMILY ISSUES

Course Code: C 16   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

Objectives

After completing the course the student-teachers will be able to

- *Explain the concept of psycho-social issues.*
- *Reflect on various dimensionsof Psycho-social issues among children with learning disabilities.*
- *Understand various Family issues children with LD.*
- *Learn the importance of intervening strategies and ways of handling issues.*
- *Discuss the concept of networking and liaisoningwith the parents, community, family, school and NGO's.*

Unit 1: Overview of Psycho-social Domains

1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social

1.2 Stages of Psychosocial development

1.3 Psycho-social characteristics of children with LD

1.4 Manifestations of psychosocial behaviour at home, school and society

1.5 Causative factors – self and others

Unit 2: Family Dynamics

2.1 Family structure and its functioning

2.2 Parenting styles and home environment

2.3 Needs and concerns of family

2.4 Needs and concerns of child with LD

2.5 Empowering Parents- Resource management, legal provisions

Unit 3: Nurturing Social Emotional Wellbeing

3.1 Strategies for developing positive self-concept

3.2 Social skill training

3.3 Stress management

3.4 Family counselling

3.5 Networking and liaisoning with students, parents, community and NGO's

---

Transaction

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

Course Work/ Practical/ Field Engagement

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Givedetailed description along with intervention performed.
- Design a Scrapebook on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

Essential Readings

- Hurlock, E. B. (2002). Developmental Psychology, Tata Mc Graw –Hill, New Delhi.

Suggested Readings

- Goldstein, S., Naglieri, J, A., & DeVries, M. (2011). Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment. Wiley, New Jersey.
- Gunton, S. (2007). Learning Disabilities (Social Issues Firsthand). Greenhaven Press, San Diego.
- Hales G. (2003). Beyond Disability towards an Enabling society. Sage Publication, London.
- Kelly, K. (2006).You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
- Paley, S. (2012). Promoting positive behaviour when supporting people with a learning disability and people with autism. Sage Publication. Los Angeles.
- Reid, R., Lienemann, T, O., & Hagaman, J.L. (2013).Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners). The Guilford Press, London.

Semester - III

E 2: Disability Specialisation   **Hours: 120**   **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
1.1	Reading and writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II)	60 Hours	50	
				2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30 Hours	25	
				3. Abacus and Geometric kit	30 Hours	25	

-
-

F1: Main Disability Special School   **Hours: 120**   **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

- *Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings.*

READING AND REFLECTING ON TEXTS

Course code: D 17   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives

After completing the course student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

Unit 1: Reflections on Literacy

1.1 Literacy and Current University Graduates: Status and Concerns

1.2 Role of Literacy in Education, Career and Social Life

1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language/ English: Need and Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension

2.1 Practicing Responses to Text: Personal, Creative and Critical

2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

5.4 practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

5.5 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

5.6 Practicing Converting Written Information into Graphical Representation

5.7 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.8 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. National Institute of Education and the Center for the Study of Reading, Washington, DC.
- Annual Status of Education Report. (2014). ASER Centre, New Delhi (http://www.asercentre.org).
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Tovani, C., & Keene.E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi.

Suggested Readings

- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon, Boston.
- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- McCormick, S. (1999). Instructing students who have literacy problems.Merrill, New Jersy.
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallangher. K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
- Heller, R. (1998). Communicate clearly. DK Publishing, New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam.
- May, F. B. (1998). Reading as communication. Merrill, New Jersy.
- Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades.Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

Drama and Arts in Education

Course code: D 18   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives

After completing the course student-teachers will be able to

- *Exhibit Basic understanding in art appreciation, art expression and art education.*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*
- *Discuss how art can enhance learning.*

Unit 1: Introduction to art Education

1.1 Art and art education: Meaning, scope and difference
1.2 Artistic expression: Meaning and strategies to facilitate
1.3 Art therapy: Concept and application to students with and without disabilities
1.4 Linking Art Education with Multiple Intelligences
1.5 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance and Music

2.1 Range of art activities related to dance and music
2.2 Experiencing, responding and appreciating dance and music
2.3 Exposure to selective basic skills required for dance and music
2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

---

Unit 3: Performing Arts: Drama

    1.1 Range of art activities in drama

    3.2 Experiencing, responding and appreciating drama

    3.3 Exposure to selective basic skills required for drama

    3.4 Drama: Facilitating interest among students: planning and implementing activities

    3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

    4.1 Range of art activities in visual arts

    4.2 Experiencing, responding and appreciating visual art

    4.3 Exposure to selective basic skills in visual art

    4.4 Art education: Facilitating interest among students: planning and implementing activities

    4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

    5.1 Range of art activities in media and electronic art forms

    5.2 Experiencing, responding and appreciating media and electronic arts

    5.3 Exposure to selective basic skills in media and electronic arts

    5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities

    5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

- 'hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

Essential Readings

- Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
- Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York.
- Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
- Ward, A. (1993). Sound and Music. Franklin Watts, New York.

Suggested Readings

- Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
- Beyer, L.E. (2000). The arts, popular culture and social change.Falmer Press, London.
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London.
- Heller, R. (1999). Effective Leadership. DK Publishing, New York.
- Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
- Nyman, L., &. Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154).National Art Education Association, Reston, VA.

Course Code: A 9   **Credit: 04**

Contact Hours: 60   **Marks: 100**

Objectives

After completion of the course, the student-teacher will be able to
1. Understand and Contextualize ideals of the Constitution of India;
2. Appreciate humanistic agenda of the Constitution on India;
3. Value and recognize the role of education in realizing the ideals of the Constitution;
4. Develop critical awareness about the issues of education that are coming in the way of realization of the values of the Constitution;
5. Understanding and develop positive attitudes towards various forms of exclusion;
6. Appreciate the need for education for Peace;
7. Reflects on the issues of secondary school stage education/

Course Content

Unit-1 Normative Vision of Indian Education: Indian Constitution
    1.1 Constitution of India Basic Features
      i.   Fundamental Rights
      ii. Directive principles of state policy
      iii. Federal Structure
    1.2 Preamble of the Constitution : The ideals
      i. Sovereign Nation
      ii. Democratic and Secular polity
      iii.Liberty equality and fraternity
      iv.Justice : Social, Economic and political

Unit- 2 Education as Fundamental Right
    2.1 Human Rights; Meaning Nature , and Classification;
    2.2 Right of Children : International convention and Indian Constitution; Education as Fundamental Right of Children-2009
    2.3 Issues in Implementing RTE-2009: A critical understanding
      i. Issues that affect and negate the children's right to education (Child Labor: Street children, abandoned and orphans)
      ii. Differently abled children: Attitude towards the girl child and her participation in schooling, punishment, abuse and violence in Schools).

Unit-3 Contemporary Indian Schooling: Concerns and Issues

    3.1 Equality of Educational Opportunity : Meaning and nature : Forms of inequality : Religion, Regional, Caste, Gender and other marginalized groups.

    3.2 Inequality in Schooling: Public – Private schools , Rural – urban schools, Mass-elite schools , single teacher schools and many other forms of in-equal school systems. Critical understanding of Paradox of Equal opportunity and in-equal schooling: positive discrimination ; concept and issues and policy interventions.

    3.3 Schooling: Quality concerns and issues

      i.   Universal access
      ii.   Universal Enrollment
      iii.   Universal retention
      iv.   Universal success

Unit-4 Understanding Exclusion in schooling

    4.1 Exclusion: Meaning and Nature

    4.2 Forms of Exclusion: a) physical / Psychological Exclusion

    4.3 Different types of differently abled children: Nature of problems and their impact on learning

    4.4 Measure to address the issue of learning of differently abled children and professional preparedness of Institutions;

    4.5 Socio-cultural and economic exclusion: Understanding different forms of socio-culture and economic exclusion in schooling – Caste, Class, Gender, Minority, and other Marginalized sections of the society.

Unit- 5 Secondary Education: Concerns and Issues

    5.1 Secondary School stage: its linkages with primary and higher secondary stages of education;

    5.2 Aims of Secondary School Stages of Education

    5.3 Universalisation of Secondary School stages of Education: Its Status

      i.   Quantitative expansion , Qualitative consolidation and Equity perspective – A sociological understanding;

      ii.   Issues in Secondary school stages of Education :Privatization, Vocationalization

      iii.   Reforms in Secondary School Stages Education: Curricular , Pedagogical and Examinations;

    5.4 Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Goals and policy intervention for Quality Secondary School Stages of Education

Activities

1. A Critical Study with the help of Survey and Observation of alternative schools - Night schools, Mobile schools, Child labor Schools and prepare a report
2. Conduct a Survey of schools of different quality in different milieu and make a presentation
3. A critical review of school textbooks based on socio-cultural and economic exclusion
4. Conduct a survey on street children / orphan children and make a presentation
5. Conduct a survey (a minimum of 10 schools) and critically analyze the RMSA intervention for enhancing the quality of secondary education and prepare a report

Reference Books

Allen, L.A; Management and organization. Mc Graw Hill, Auckland, 1995

Anand, C.L.et.al. (1983) Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

Coombs, Philip H.(1985). The World Crisis in Education, Oxford University Press, New York.

Govt. of India(1986), National policy on Education, Min. of HRD, New Delhi.

Govt. of India(1992), Programme of Action(NPE) Min.of HRD. New Delhi.

Koontz, Harold et al. Management, Mc Graw Hill, Auckland(1981)

Mohanty, J., (1986), School Education in Emerging in Indian Society, sterling Publisher.

Mukherjee, S.N.(1963), Secondary School Administration, Acharya Book Depot, Baroda.

Mukherjee, S.N.(1966),History of Education in India, Acharya Book Depot, Baroda.

Naik,J.P, & Syed, N. (1963) A student of Histroy Education in India, MacMillan, New Delhi.

NCERT, (1986) School Education in India- Present Status and Future Needs, New Delhi.

 Ozial, A.O. Hand Book of School Administartion and Management, London, MacMillin.

Salamathullah, (1979), Education in Social context , NCERT, New Delhi.

Sykes, Marjorie,(1988) The story of Nai Talim, Nai Talim Samithi, Wardha
           UNESCO(1997). Learning the Treasure Within.

GUIDANCE & COUNSELLING

Course Code: B 10(A)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Objectives

After completing this course the student-teachers will be able to

- *Apply the skills of guidance and counselling in classroom situations.*
- *Describe the process of development of self-image and self-esteem.*
- *Appreciate the types and issues of counselling and guidance in inclusive settings.*

Unit 1: Introduction to Guidance and Counselling

1.1 Guidance and Counselling: Definition and Aims
1.2 Areas of Guidance and Counselling
1.3 Core Conditions in Counselling
1.4 Skills and Competencies of a Counsellor
1.5 Role of Teacher in Guiding and Counselling Students with Special Needs

Unit 2: Enhancing Self Image and Self Esteem

2.1 Concept of Self as Human
2.2 Understanding of Feelings and Changes
2.3 Growth to Autonomy
2.4 Personality Development
2.5 Role of Teacher in Developing Self-Esteem in Children

Unit 3: Guidance and Counselling in Inclusive Education

3.1 Current Status with reference to Indian School
3.2 Types of Counselling: Child-Centred, Supportive, Family
3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
3.4 Group Guidance: Group Leadership Styles and Group Processes
3.5 Challenges in Group Guidance

Practicum/ Field engagement

  I. Counselling and report writing on a selected case
 II. Simulation of a parent counselling session
III. Report of critical observation of a given counselling session

---

Transaction

The transaction for this course should be done with a perspective to enhance in the student-teachers the ability to become a "People-helper". They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House, New Delhi.
- Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

Suggested Readings

- Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

EARLY CHILDHOOD CARE AND EDUCATION

Course Code: B 10(B)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

The course is designed to provide the student-teachers with an insight into developmental milestones of typical children. This will enable the learners to understand deviations and strategies to address them in the critical phase of development. It will also help the learners understand the importance of transitions and its requirements.

Objectives

After undertaking the course the student-teachers will be able to

- *Explain the biological & sociological foundations of early childhood education.*
- *Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.*
- *Enumerate the inclusive early education pedagogical practices.*

Unit 1: The Early Years: An Overview

1.1 Facts about Early Childhood Learning & Development
1.2 Neural Plasticity
1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit2: Early Education of Children with Disabilities

2.1 Young Children at Risk & Child Tracking
2.2 Interdisciplinary Assessments & Intervention Plans
2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
2.5 Evidenced Based Practices for Early Intervention

Unit 3: Inclusive Early Childhood Educational (ECE) Practices

    3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

    3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

    3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

    3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

    3.5 School Readiness and Transitions

Practical/ Field Engagements

    I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years

    II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

Transactions
Visits, Observations & Workshops.
Essential Readings

- Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.

- Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.

- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.

- Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.

- Mohanty, J., & Mohanty, B. (1999). Early Chilhood Care and Education. Delhi: Offset Printers.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.

- Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.

- Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.

- Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.

- Dopyera, M.L., & Dopyera, J. (1977). Becoming a Teacher of Young Children. New York: Random House Publications.
- Gordon, I.J. (1972). Early Childhood Education. Chicago: Chicago University Press. Hamilton, D.S., & Flemming, (1990). Resources for Creative Teaching in Early Childhood Education (2nd Edition). Harcourt Brace Jovanvich. Tokyo.
- Hilderbrand, V. (1991). Introduction to Earcly Childhood Education. MacMillan Publishing. New York.
- Krogh, S.L., & Slentz, K. (2001). Early Childhood Education, Yesterday, Today & Tomorrow. Lawrence Erlbaum Associates Publishers, London.
- Range, D.G., Layton, J.R., & Roubinek, D.C. (1980). Aspects of Early Childhood Education.Theory to Reserch to Practice. Academic Press. New York.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). Foundations of Early Childhood Education. Prentice Hall, New Jersey.
- Wortham, S.C. (NK). Measurement & Evaluation in Early Childhood Education (2nd Eds.), Merrill Prentice Hall, Ohio.

APPLIED BEHAVIOUR ANALYSIS

Course Code: B 10(C)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Objectives

After undertaking the course the student-teachers will be able to

- *Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).*
- *Use various measures of behavioural assessment.*
- *Apply methods of ABA in teaching and learning environments.*
- *Integrate techniques of ABA in teaching programs.*
- *Select suitable strategies for managing challenging behaviours.*

Unit 1: Introduction to Applied Behaviour Analysis (ABA)

1.1 Principles of Behavioural Approach
1.2 ABA - Concept and Definition
1.3 Assumptions of ABA – Classical and Operant Conditioning
1.4 Behaviour- Definition and Feature
1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Unit 2: Strategies for Positive Behaviour Support

2.1 Selection of Behavioural Goals
2.2 Reinforcement
   - Types: Positive and Negative, Primary and Secondary
   - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval
2.3 Discrete Trial Teaching
   - Discriminative Stimulus - Characteristics
   - Response
   - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
   - Consequence - Characteristics
   - Inter-Trial Interval
2.4 Application of ABA in Group Setting
   - Negotiation and contract
   - Token economy
   - Response cost
   - Pairing and fading
2.5 Leadership role of teacher in promoting positive behaviour

---

Unit 3: Management of Challenging Behaviour   10 hours

   3.1 Differential Reinforcements of Behaviour
   3.2 Extinction and Time Out
   3.3 Response Cost and Overcorrection
   3.4 Maintenance
   3.5 Generalization and Fading

Practicum

  I. Observation and functional analysis of behaviour of a given case.
  II. Development of ABA program for management of a challenging behaviour.

Transaction

The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.

Essential Readings

- Bailey, J., & Burch, M. (2011). Ethics for Behaviour Analysts. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). Applied Behaviour Analysis. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). Handbook of Applied Behaviour Analysis. Guilford Press, New York.
- Kearney, A. J. (2007). Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). Achieving Best Behaviour for Children with Developmental Disabilities. Jessica Kingsley Publishers London.

Suggested Readings

- Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers, London

COMMUNITY BASED REHABILITATION

Course Code: B 10(D)   **Credits: 02**

Contact Hours: 30   **Marks: 50**
 Objectives

After completing this course the student-teachers will be able to

- *Explain the concept, principles and scope of community based rehabilitation.*
- *Learn the strategies for promoting public participation in CBR.*
- *Apply suitable methods for preparing persons with disability for rehabilitation within the community.*
- *Provide need-based training to persons with disabilities.*
- *Develop an understanding of the role of government and global agencies in CBR.*

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR
1.2 Principles of CBR
1.3 Difference between CBR and Institutional Living
1.4 Socio-cultural and Economic Contexts of CBR
1.5 Scope and Inclusion of CBR in Government Policies and Programs

Unit 2: Preparing Community for CBR

2.1 Awareness Program-Types and Methods
2.2 Advocacy - Citizen and Self
2.3 Focus Group Discussion
2.4 Family Counselling and Family Support Groups
2.5 CBR and Corporate Social Responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School Education: Person Centred Planning, and Peer Group Support
3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
3.3 Community Related Vocational Training
3.4 Skill Training for Living within Community
3.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

  I. Visit an ongoing CBR program and write a report on its efficacy
 II. Organize a community awareness program
III. Conduct a focus group discussion on a selected disability issue with school/college students

Transaction

Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.

Essential Readings

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances(2014). Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- WHO .(1984). "Rehabilitation For AIl" in World Health Magazine, WHO, Geneva.

APPLICATION OF ICT IN CLASSROOM

Course Code: B 10(E)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Course Description

This course has dual purpose: firstly it aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process; and secondly it intends to orient the learners to understand the scope and application of ICT for students with disabilities. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer based learning.

Objectives

After completing the course the student teacher will be able to

- *Gauge the varying dimensions in respect of ICT and Applications in Special Education.*
- *Delineate the special roles of ICT Applications.*
- *Acquire Familiarity with Different Modes of Computer-Based Learning.*

Unit 1: Information Communication Technology (ICT) and Special Education

1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
1.4 Three as of ICT Application—Access, Availability, Affordability
1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
2.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

---

Unit 3: Visualising Technology-Supported Learning Situations

3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

3.5 Identifying and Applying Software for Managing Disability Specific Problems

Course Work/ Practical/ Field Engagement (any Two of the following)

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your

choice III. Create your email account as well as design a blog

Essential Readings

- Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.

Suggested Reading

- Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education

GENDER AND DISABILITY

Course Code: B 10(F)   **Credits: 02**

Contact Hours: 30   **Marks: 50**
Objectives

After completion of this course the student-teachers will be able to

- *Develop an understanding of human rights based approach in context of disability.*
- *Explain the impact of gender on disability.*
- *Describe the personal and demographic perspectives of gender and disability.*
- *Analyse the issues related to disabled women and girl children.*

Unit 1: Human Right-based Approach and Disability   **6 Hours**

1.1 Human Rights-Based Approach: Concept and History
1.2 Principles of Human Rights-Based Approach
- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law
1.3 Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society
1.4 Advantage of Human Rights-Based Approach
1.5 Implications for Disability
- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 2: Gender and Disability   **10 Hours**

2.1 Sex & Gender: Concept & Difference
2.2 Impairment & Disability: Concept & Difference
2.3 Gendered Experience of Disability
- Public Domain: School and Outside School
- Private and Familial Domain
- Normalization and Social Role Valorisation
2.4 Gender and Disability Analysis: Techniques and Strategies
2.5 Psyche and Gender: Implications for Teaching

Unit 3: Women and Girl Child with Disability   **10 Hours**

    3.1 Inclusive Equality
       - Access to Family Life
       - Access to Education, Vocational Training and Employment
       - Access to Political Participation
    3.2 Factors Contributing to Disability
       - Gender-Based Violence in School and Within Family
       - Traditional Practices
    3.3 Sexual and Reproductive Health
    3.4 Teacher's Role in Promoting Gender Equality
    3.5 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

   I. Study the case of a woman with disability and submit a report
  II. Review selected paper/s authored by women with disability
 III. Conduct a gender analysis of a selected disability Act/Policy

Transaction

This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, and issue-based classroom interactions in addition to lectures and seminars.

Essential Readings

- Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.
- Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd. New Delhi.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement. Dunedin Academic Press, Edinburgh.

- **Suggested Readings**

- Beeghley, L. (1999). Angles of Vision: How to Understand Social Problems, Westview Press. Boulder.
- Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466.
- Treas, J., & Drobnic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford.

BRAILLE AND ASSISTIVE DEVICES

Course Code: B 10(G)   **Credit: 02**

Contact Hours: 30   **Marks: 50**

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities.

This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children.

It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Objectives

After completing the course the student-teachers will be able to

- *Acquire basic information about Braille, its relevance and some important functional aspects.*
- *Get basic information on types and significance of different Braille devices.*
- *Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.*

Unit 1: Braille

1.1 Louis Braille and the Evolution of Braille
1.2 Continuing Relevance of Braille vis-a-vis Audio Material
1.3 Braille Signs, Contractions and Abbreviations--English Braille
1.4 Braille Signs and Symbols—Hindi/Regional Language
1.5 Braille Reading and Writing Processes

Unit 2: Braille Devices -- Types, Description, Relevance

2.1 Slate and Stylus
2.2 Braille Writer
2.3 Electronic Devices— Note takers and Refreshable Braille Displays
2.4 Braille Embossers
2.5 Braille Translation Software

Unit 3: Other Devices – Types, Description, Relevance

   3.1 Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types

   3.2 Geography: Maps--Relief, Embossed, Models

   3.3 Science Material

   3.4 Low Vision Aids--Optical, Non-Optical, Vision Training Material

   3.5 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

   a. Observe at least five devices in use in at least five school periods.

   b. Draw up an item-wise price list of at least ten devices from different sources.

   c. Prepare a presentation – Oral/ Powerpoint – on the relevance of Braille for children with visual impairment.

   d. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school.

   e. Make a report on the application of at least two non-optical devices for children with low vision.

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). The Royal National Institute for the Blind, London.
- Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Charles C. Thomas, Springfield.
- Mani, M.N.G. (1997). Amazing Abacus. SRVK Vidyalaya, Coimbatore.
- Manual on Bharti Braille (1980). NIVH, Dehradun.
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. AFB, New York.
- Proceedings: National Conference on Past and Present Status of Braille in India(2001). All India Confederation of the Blind, New Delhi.

Suggested Readings

- Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. UNESCO, Geneva.
- Kusanjima, T. (1974). Visual Reading and Braille Reading. AFB, New York.
- Mani, M.N.G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi.
- Mellor, M. C. (2006). Louis Braille A Touch of Genius. National Braille Press,Boston.

ORIENTATION AND MOBILITY

Course Code: B 11(A)   **Credit: 02**

Contact Hours: 30   **Marks: 50**
Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility.

So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Objectives

After completing the course the student-teachers will be able to

- *Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.*
- *Acquire basic knowledge of human guide techniques.*
- *Describe pre-cane and cane travel skills and devices.*
- *Get acquainted with the importance and skills of training in independent living for the visually impaired.*

Unit 1: Introduction to Orientation and Mobility

1.1 Orientation and Mobility -- Definition, Importance and Scope
1.2 Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow
1.3 Roles of Other Senses in O&M Training
1.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
1.5 Blindfold -- Rationale and Uses for the Teacher

Unit 2: Human/ Sighted Guide Technique

2.1 Grip
2.2 Stance
2.3 Hand Position
2.4 Speed Control
2.5 Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Unit 3: Pre-Cane Skills

3.1 Upper and Lower Body protection

3.2 Room Familiarization

3.3 Using Oral Description for Orientation

3.4 Search Patterns

3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes -- Types, Parts, Six Considerations

4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

4.3 Use of Public Transport

4.4 Asking for Help: When and How

4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training In Independent Living Skills

5.1 Self Care, Gait and Posture

5.2 Personal Grooming

5.3 Eating Skills and Etiquette

5.4 Identification of Coins and Currency Notes

5.5 Basics of Signature Writing

Course Work/Practical/ Field Engagement

Undertake any two of the following

a. Act as a sighted guide in different situations/settings.

b. Prepare a list of canes and other devices available with various sources along with prices.

c. Undergo an experience of moving under a blindfold for a few minutes and describe it (about 200 words).

d. Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.

e. Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school.

Essential Readings

- Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). AFB Press, New York.
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children.IAP, North Carolina.

- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired. AFB Press, New York.
- Jaekle, R. C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Christoffel Blinden Mission, West Sussex.
- Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Smith, A. J., & Geruschat, D. R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A. J. Koenig (Eds.), Foundations of Low Vision: Clinical and Functional Perspectives. AFB Press, New York.

Suggested Readings

- Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.
- Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.
- Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind.Kanishka Publication. New Delhi

COMMUNICATION OPTIONS: ORALISM

Course Code: B 11(B)   **Credits: 02**

Contact Hours: 30   **Marks: 50**
Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider career choices for the student teachers.

Objectives

After learning this course the student-teachers will be able to

- *Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.*
- *Exhibit beginner level hands on skills in using these options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.*

Unit 1: Understanding Hearing Loss in Real Life Context

1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

2.1 Difference Between Uni Sensory and Multi Sensory Approach in Oralism
2.2 Oracy To Literacy: Why and How
2.3 Speech Reading: Need, Role and Strategies in All Communication Options
2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance And Strategies
2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts

Unit 3: Skill Development Required for Oralism

   3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills

   3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact

   3.3 Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading

   3.4 Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes

   3.5 Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Unit 4: Skill Development Auditory Verbal (AV) Approach

   4.1 AV Approach: Meaning, Misconcepts and Justification

   4.2 Stages of Auditory Hierarchy

   4.3 Understanding Listening Strategies, Techniques of AV Approach and Their Relation to Listening Environment

   4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions

   4.5 Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition

Unit 5: Implementing Oralism and AV Approach in Indian Special Schools & Summing up

   5.1 Use Of Oralism and AV Approach in Indian Special Schools: Current Scenario

   5.2 Oralism / AV Approach: Prerequisites for Special Schools

   5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

   5.4 Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)

   5.5 Reflections On The Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

  I. Watching Video's of Individual Sessions and Classroom Teaching

  II. Role Play and Dramatization

  III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition

  IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it **V.**

  Interacting with Non Disabled Children for Practicing Expansion of Ideas

Essential Readings

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams aAnd Wilkins: Philadelphia.

- Dhvani (English). Balvidyalaya Publication, Chennai.
- Estabrooks, W. (2006). Auditory-Verbal Therapy and Practice. AG Bell, Washington, DC.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1990). Acoustics, Audition Aand Speech Reception. Auditory Verbal International, Alexandria.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
- Communication Options and Students with Deafness (2010). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). Teaching Oral Communication in Grades K – 8. Allyn and Bacon, Boston.
- Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc, San Diego, CA.
- Dhvani (Marathi). Balvidyalaya. Cym Publication, Chennai.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). 50 Frequently Asked Questions (Faqs) About Auditory-Verbal Therapy. Learning to Listen Foundation. Washington, DC.
- Heller, R. (1999). Effective Leadership. Dk Publishing, New York.
- Heller, R. (1999). Managing Change. Dk Publishing, New York.
- Ling, D. (1989). Foundations of Spoken Language for Hearing Impaired Children. A.G.Bell. Washington D.C.
- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : Auditory Training Games. John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication, Mumbai.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Course Code: B 11(C)   **Credits: 02**

Contact Hours: 30   **Marks: 50**
Introduction

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgemental discussions in the direction of 'either – or' options to be the 'best', this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

Objectives

After learning this course the student-teachers will be able to

- *Discuss the two manual options with reference to Indian special schools.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to manual options.*
- *Describe manual options in the light of issues like language, culture and identify.*
- *Exhibit beginner level hands on skills in using manual options.*
- *Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.*

Unit 1: Understanding Deafness in Real Life Context

1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
2.2 Challenges, Prerequisites and Fulfilling Prerequisites
2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

---

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact

3.2 Practicing Natural Signing in Short Common Conversations

3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes

3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs

3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

4.1 Learning to Express Gender, Number, Person, Tense, Aspect

4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization

4.3 Practicing Sentence Types: Simple, Complex, Compound

4.4 Observing Using ISL in Classrooms – Social Science

4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

5.1 Practicing Markers (Local Language)

5.2 Practicing Syntax in Conversations and Discussions

5.3 Observing Using ISS/ISL in Classrooms for School Subjects

5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)

5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing II. Role Play and Dramatization in ISL

III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition

IV. Recording Self Narrated Stories/ Poems and Writing Reflections

V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.

- Heller, R. (1999). Managing Change. DK Publishing, New York.

- ISS Learning Material and Dictionaries

- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.

- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum

- Zeshan, U. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, American Annals of the Deaf, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. American Annals of the Deaf, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). Indian Sign Language(S). Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). Total Communication, Structure and Strategy. Gallaudet College Press, Washington D.C.
- Ezell, H.K., & Justice, L.M. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
- Frank, S. (1985). Reading Without Nonsense. Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, R. (1999). Effective Leadership. Dk Publishing, New York.
- Huddar, A. (2008).Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. American Annals of the Deaf, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. American Annals of the Deaf, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). Teaching Students with Special Needs in General Education Classrooms. Prentice Hall Inc. New Jersy.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Course Code: B 11(D)   Credits: 02

Contact Hours: 30   Marks: 50

Objectives

The student-teachers will be equipped with a basic knowledge of AAC, AAC systems,
AAC assessment, programme planning and strategies:

Unit 1: Organizational frame work for Communication:

   1.1 Normal development of speech, language and communication
   1.2 Factors that influence communication, speech and language in relation to each other
   1.3 Levels of communication in children
     1.3.1   Functional (Emergent)
     1.3.2   Situational (Context Dependent)
     1.3.3   iii. Independent (Creative)

Unit 2: Basic principles of AAC interventions:

   2.1 Child - Child capacity
   2.2 Child capacity and context
   2.3 Working towards symbolic expression
   2.4 Communication skills and
   2.5 Functions

Unit 3: Areas of AAC Assessment:

   3.1 Sensory areas
   3.2 Cognition , communication and language
   3.3 Posture and positioning. Motor planning and control
   3.4 Scanning
   3.5 Environment, Interaction &Symbols

Unit 4: Context of Communication:

   4.1 Partner /skills , user skills and environment
   4.2 Competency development - types of competencies and its development
     4.2.1 Linguistic competence
     4.2.2 Operational Competence
     4.2.3 Social competence
     4.2.4 Strategic competence

Unit 5: Introduction to communication tools and Access Mode:

5.1 Types of AAC devices and systems
    5.1.1 No Technology
    5.1.2 Low Technology
    5.1.3 High Technology
5.2 Access to communication charts - hand, finger, eye point
5.3 Access to devices:
    5.3.1 Switches - hand switch , blow switch, infrared devices etc
    5.3.2 Software -scan mode combined with a switch
5.4 Selection of AAC
    5.4.1   Child competency and environment
    5.4.2   Design, Access, Motor, Devices
5.5 Challenges in the development of AAC and Literacy
    5.5.1   Grammar ; spelling
    5.5.2   Building **Vocabulary**: and richness of language
    5.5.3   Motor expression

Suggested Reading:

- Silverman, F.H. (1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston.

- David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.

- Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon

- Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata

- Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopaedic Centre, Oxford OX3 7 LD

- Tina, D., & Mike, D. (1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.

- McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London.

MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Introduction

This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

Objectives

After completing the course the student-teachers will be able to

- *Explain the concept, causes and characteristics of learning disabilities.*
- *Discus different types of learning disabilities and its associated conditions.*
- *Develop teacher made assessment test in curricular areas.*
- *Plan appropriate teaching strategies as per the specific needs of children with learning disability.*

Unit 1: Learning Disabilities: Types

1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
1.2 Non-verbal learning disabilities
1.3 Language Disorders
1.4 Associated Conditions: ADHD & ADD
1.5 Emotional & Behavioral problems.

Unit 2: Assessment of Basic Curricular Skills

2.1 Assessment of Readiness Skills
2.2 Assessment of Reading, Writing and Math skills
2.3 Teacher made test
2.4 Standardized Tests: Need, Types & Purpose
2.5 Interpretation of Test report

Unit 3: Intervention Strategies in Basic Skills of Learning

3.1 Language skills
3.2 Reading
3.3 Writing
3.4 Maths skills
3.5. Study skills

Transaction

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centres etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

Course Work/ Practical/ Field Engagement

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

Essential Readings

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successfu partnership for students with special needs. Merrill Prentice Hall, New Jersey.
- Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton, New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.

Suggested Readings

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press, New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. Wiley-Blackwell, Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia: a guide for the workplace. John Wiley & Sons, Ltd., London.
- Gribben, M. (2012). The study skills toolkit for students with dyslexia. Sage Publication, London.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: willing the mind to learn. Sage Publication, New Delhi.
- Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press, California.
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link).Paul H. Brookes, Baltimore.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.

VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT

Course Code: B 11(F)   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Objectives

After completing the course the student-teachers will be able to

- *Develop an understanding of vocational education & its relevance for PWD's.*
- *Carry out vocational assessment and make vocational training plan.*
- *Plan for transition from School to job.*
- *Identify various avenues for job placement.*
- *Facilitate PWD's in making choice of vocational trades.*
- *Acquire the concept of independent living and empowerment.*

Unit 1: Fundamentals & Assessment of Vocational Rehabilitation

1.1. Definition, meaning and scope of Vocational Education
1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
1.3. Approaches and models of Vocational training
1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
1.5. Approaches & Principles of vocational assessment

Unit 2: Vocational Transition & Curriculum Planning

2.1. Concept, meaning, importance of transition
2.2. Vocational transition models
2.3. Transitional Planning at pre-vocational & post-vocational level
2.4. Development of Individualized Vocational Transitional Plan
2.5. Development of Vocational Curriculum

Unit 3: Process of Vocational Rehabilitation & Placement

3.1. Types of Employment Settings
3.2. Process of Job Placement & Creation of Need-based Employment Settings
3.3. Adaptations, Accommodation, Safety Skills and First Aid
3.4. Self Advocacy & Self Determination Skill Training
3.5. Equal opportunities and attitudes towards persons with disabilities

Hands on Experience

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

Suggested Readings

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students with Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York.

BASIC RESEARCH AND STATISTICS

Course code: D 19   **Credits: 02**

Contact Hours: 30   **Marks: 50**

Objectives

After completing the course student-teachers will be able to

- *Describe the concept and relevance of research in education and special education.*
- *Develop an understanding of the research process and acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

1.1 Scientific Method
1.2 Research: Concept and Definition
1.3 Application of Scientific Method In Research
1.4 Purpose of Research
1.5 Research in Education and Special Education

Unit 2: Types and Process of Research

2.1 Types of Research
   - Basic/Fundamental
   - Applied
   - Action
2.2 Process of Research
   - Selection of Problem
   - Formulation of Hypothesis
   - Collection of Data
   - Analysis of Data & Conclusion
2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
2.4 Action Research in Teaching Learning Environment
2.5 Professional Competencies for Research

Unit 3: Measurement and Analysis of Data

3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
3.2 Organization of data: Array, Grouped distribution
3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
3.4 Correlation: Product Moment and Rank Order Correlation
3.5 Graphic representation of data

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
- Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

Suggested Readings

- Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.

Semester - IV

E 1: Cross disability & inclusion **Hours: 20** **Credits: 04**

Marks: 10

Sl. No.	Tasks for the Student-teachers	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Submiss-ions
1.1	Classroom Observation For school subjects at different levels	1. Special schools other than VI	1. Other than VI	Observation For school subjects at different levels	15 Hrs	25	
		2. Inclusive schools	2. Any Disability	Observation For school subjects at different levels	15 Hrs		
1.2	Orientation and Mobility Training	College Campus and outside campus	VI	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	60 Hrs	50	
1.3	Teaching lessons on O&M and ADL	Special and inclusive school	VI and VIMD	Individualized Teaching lessons on orientation and mobility and activities of daily living	30 Hrs	25	

F 2: Other Disability Special School **Hours: 18** **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	1. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60 Hrs	50
	2. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60 Hrs	50

F 3: Inclusive School **Hours: 120** **Credits: 04**

Marks: 100

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setup	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive schools	120 Hrs	100

E 3-University Practcal Examination **Credits: 2+2**

Marks: 100(50+50)

Sl. No.	Tasks for the Student-teachers	Educational Setup	Marks
1	Practical Examination Pedagogy- 1	Instution/School	50
2	Practical Examination Pedagogy-2	Instution/School	50

MODEL QUESTION PAPER

Course- : _____ Time: 3 Hours Marks: 80 PART – A (10 X 5 = 50 Marks)

Note: Answer TEN Questions following internal choice. Each question carries Five marks. The candidate is expected to answer each question in about one and half page or 30 lines.

1. (a)………….
        or
   (b)………….

2. (a)……………
        or
   (b) …………….

3. (a)……………
        or
   (b)……………..

4. (a)…………………
        or
   (b) …………………..
5. (a) …………………
        or
   (b) …………………..
6. (a)…………………
        or
   (b) …………………..
7. (a)…………………..
        or
   (b) …………………..
8. (a)……………………
        or
   (b)……………………
9. (a)……………………
        or
(b)……………………..
10. (a)……………………
            or
(b) …………………………….

PART – B (2 X 15 = 30 Marks)

Note: Answer TWO Questions following Internal Choice. Each Question carries 15 Marks. The Candidate is expected to answer each question in about four pages or 80 lines.

11. (a) …………………
            or
   (b)……………………
12. (a)……………………
            or
   (b)……………………

MODEL QUESTION PAPER

Course- : _____ Time: 1 1/2 Hours

Marks: 40 PART – A (5 X 5 = 25 Marks)

Note: Answer FIVE Questions following internal choice. Each question carries Five marks. The candidate is expected to answer each question in about one and half page or 30 lines

1. (a)…………………
           or
    (b)…………………..

2. (a)…………………….
           or
    (b)……………………..

3. (a)……………………..
           or
    (b)…………………….

4. (a)……………………..
           or
    (b)…………………….

5. (a)…………………….
           Or
    (b)…………………….

PART – B (1 X 15 = 15 Marks)

Note: Answer the following Question which carries 15 Marks. The Candidate is expected to answer the question in about four pages or 80 lines

6. (a)……………………..
           or
     (b)……………………..

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

MINIMUM QUALIFICATIONS FOR THE APPOINTMENT OF FACULTY IN SPECIAL EDUCATION

S.N.	Designation	Essential Qualification	Desirable Qualification
1.	**Professor (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 4) Should have completed at least 10 years of teaching experience as faculty out of which minimum 5 years should be in specific disability area. 5) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC Valid registration with RCI u/s 19 of RCI Act 1992 is essential *RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** Minimum 5 publications pertaining to Special Education in indexed journals and research experience
2.	**Associate Professor/ Reader (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. 3) Ph.D in Special Education or Education with research emphasis on Special Education. 6) Should have completed at least 08 years of teaching experience as faculty out of which	**Desirable:** Minimum 3 publications pertaining to Special Education in indexed journals and research experience

		minimum 05 years should be in specific disability area. 4) Should have completed at least one general orientation course and two refresher courses in education / special education of UGC 5) Valid registration with RCI u/s 19 of RCI Act, 1992 is essential *RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	
3.	**Assistant Professor/ Lecturer (Disability papers)**	1) Masters Degree in any discipline with not less than 50% of marks* 2) M.Ed. Degree in specific disability area with not less than 55% of marks Or an equivalent grade of B+ in 10- point scale of UGC OR An equivalent degree from a foreign university recognized by RCI. Valid registration with RCI u/s 19 of RCI Act, 1992 is essential ***RCI as Statutory Regulatory Body prescribes 50% as per the UGC Regulations Gazette dt. September 18, 2010 section 1.1.1*	**Desirable:** M.Phil / Ph.D in Special Education or Education with research emphasis on Special Education; Experience for a period of at least 2 years as teacher or researcher in the area of specific disability
4.	**Course Coordinator/ HoD For M.Ed. Programme**	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. The qualifications of the head of the B.Ed.Spl.Ed. / M.Ed.Spl.Ed programme should be as that of the Professor / Reader as laid down by the RCI with a Valid registration with RCI u/s 19 of RCI Act 1992.	**Not applicable**
	Course Coordinator/ HoD For B.Ed. Spl.Ed. Programme	No separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI. B.Ed.Spl.Ed. programme, the Senior most faculty will be treated as Head of the Department/ Course Coordinator Valid registration with RCI u/s 19 of RCI Act 1992 is essential	**Not applicable**

Note:

1. *The qualifications prescribed above are valid for five years only i.e., up to May 2020.*
2. *The teacher – student ratio is 1:10.*
3. *The specific disability area mentioned in this document refers to Visual Impairment, Hearing Impairment, Mental Retardation, Learning Disability, Multiple Disability, Locomotor Disability, etc. The specific disability areas are not interchangeable as a measure of maintenance of standards in Special Education. For example, a person who has specialized in B.Ed. Special Education in visual impairment cannot get admission in M.Ed. mental retardation, etc. The above condition applies to the Lecturers also who are recruited in these programmes.*
4. *For specialization in VI area, Masters degree in school subject will be required. Similarly for specialization areas in Mental Retardation and Hearing Impairment, Masters Degree in Psychology, Child Development/ Human Development, Sociology, Linguistics and Education will be preferred.*
5. *Part-time faculty is one who is on the rolls of the institute for taking a fixed number of classes per week/per month basis whereas a visiting faculty is invited as and when required or as per the availability of the faculty on hourly basis.*
6. *There is no separate designations such as Coordinator, Director, Administrator, etc., prescribed by the RCI for running teacher preparation courses. The qualifications of the head/ co-ordinator of the B.Ed.Spl.Ed. and M.Ed.Spl.Ed. programme should be as that of the Professor/ Reader as laid down by the RCI.*
7. *For Institutes offering only B.Ed. (Special Education) programme, the senior faculty will be treated as Head of the Department/Coordinator.*
8. *For M.Ed. Special Education course, appointment of faculty on contract basis should be for minimum of 24 months. Appointment of faculty on contract basis will be allowed for running M.Ed.Spl.Ed. course only if regular fulltime faculty for B.Ed.Spl.Ed. course already exists as per the RCI norms.*
9. *In case of non-availability of a candidate with M.Ed. (Special Education) in particular disability specialization for faculty position at B.Ed. (Special Education) level, M.Ed. (Special Education) in some other disability specialization may be considered for three years i.e., up to 2017-18.*
10. *The Board of Studies of affiliating/ concerned university to have a member nominated by RCI.*

Faculty **{Assistant Professor/ Lecturer (Disability papers)}** *for B.Ed.Spl.Ed. (Autism Spectrum Disorders) and B.Ed.Spl.Ed. (Multiple Disabilities)*

I. Essential qualifications for faculty: - B.Ed.Spl.Ed. (Autism Spectrum Disorders)
>   a) Post Graduate degree
>   b) M.Ed (Special Education) with either a dissertation in the field of ASD or a Diploma in ASD
>   c) Two years experience of teaching in special schools for children with ASD
>   d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

II. Essential qualifications for faculty: B.Ed.Spl.Ed. (Multiple Disabilities) -

    a) Post Graduate degree

    b) M.Ed (Special Education) with either a dissertation in the field of MD or B.Ed. (Special Education) MD/ B.Ed. Special Education (Locomotor and Neurological Disorder)/ P.G. Diploma in Special Education (Mult.Dis.:Physical and Neuro.) / P.G. Dipl. in Developmental Therapy (Mult. Dis.:Physical and Neuro.)

    c) Two years experience of teaching in special schools for children with MD

    d) Having valid RCI registration

(This would be applicable for next <u>five years</u>, to be revised as per need)

Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes

Norms for Faculty Requirement for D.Ed., B.Ed. & M.Ed. Special Education Programmes

S.N.	MINIMUM NUMBER OF FACULTY PER COURSE	No. Of students in 2015-16	No. Of students in 2016-17	Disability specialization faculty (A)	Common paper Faculty (B)	Total	Professor (from Specialisation) (C)	Asso.Professor (from specialisation) (D)	Asst. Prof. (E)	Number of faculty from per specialisation (F)	Number from other specialisation area. (G)
								up of A & B)		(Break up of A)	
1	D.Ed. (One Disability Specialization)	30	30+30	3	1	4	--	--	4	--	--
2	D.Ed. (Two Disability Specialization)	30+30	30+30+ 30+30	5	2	7	--	--	7	--	--
3	D.Ed. (Three Disability Specialization)	30+30+30	30+30+30+ 30+30+30	7	3	10	--	--	10	--	--
4	B.Ed. (One Disability Specialization)	30	30+30	4	1	5	-	1	4	3	1
5	B.Ed. + B.Ed. (Two Disability Specialization)	30+30	30+30+30+30	5	2	7	--	2	5	2+2	1
6	B.Ed. + B.Ed. (Three Disability Specialization)	30+30+30	30+30+30+30+30 +30	7	3	10	--	3	7	2+2+2	1
7	D.Ed. + B.Ed. (One Disability Specialization)	30+30	30+30+30+30	5	2	7	--	1	6	2+2	1
8	D.Ed. + B.Ed. (Two Disability Specialization)	30+30+30+30	30+30+30+30+ 30+30+30+30	8	3	11	--	2	9	3+3	2
9	D.Ed. + B.Ed. (Three Disability Specialization)	30+30+30+ 30+30+30	30+30+30+30+30 +30+ 30+30+30+30+30	12	3	15	--	3	12	3+3+3	3
10	B.Ed. + M.Ed. (Same Disability Specialization)	30+10	30+30+10+10	5	2	7	1	2	4	2+2	1
11	B.Ed.(two disabilities) + M.Ed.	30+30+10	30+30+30+30+10 +10	6	2	8	1	2	5	2+2	2
	(one of the two										

#	Programme										
	Disabilities Specialization)										
12	B.Ed.+ M.Ed. (First Disability Specialization) +B.Ed +M.Ed. (Second Disability Specialization)	**30+30+10+10**	**30+30+30+30+ 10+10+10+10**	**8**	**3**	**11**	**1**	**3**	**7**	**3+3**	**2**
13	B.Ed.+ M.Ed. (First Disability Specialization) + B.Ed.+ M.Ed. (Second Disability Specialization) + B.Ed. (Third Disability Specialization)	**30+30+30+1 0+10**	**30+30+30+30+3 0+30+ 10+10+10+10**	**12**	**3**	**15**	**3**	**3**	**9**	**3+3+3**	**3**
14	D.Ed.+ B.Ed.+ M.Ed. (One Disability Specialization	**30+30+10**	**30+30+30+30+1 0+10**	**6**	**3**	**9**	**1**	**2**	**6**	**4**	**2**

Note: For running Open and Distance Education programme, per disability per programme, one additional faculty will be required.